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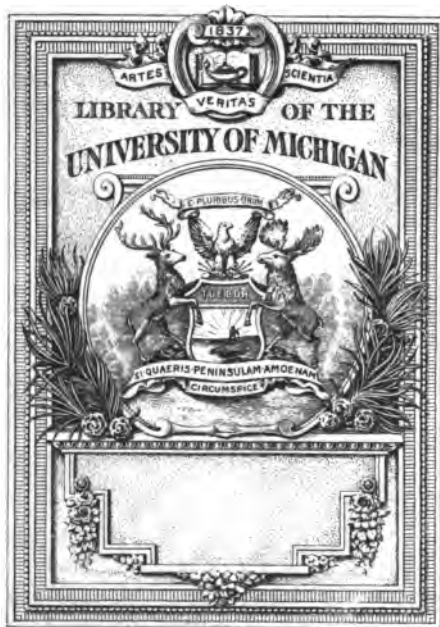
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PREFACE.

MUCH of the material of this volume has already appeared in my annual reports to the Local Examinations and Lectures Syndicate, Cambridge, and some in the columns of the *University Extension Journal*.

While I believe that there is nothing in the following pages at variance with the views of the Syndicate or of the Council of the London Society, I wish it to be understood that the responsibility for the opinions expressed rests upon me alone.

During a connection with the movement extending over fifteen years, (first as lecturer, then since 1881 as Assistant and Organizing Secretary to the Cambridge Syndicate, and also since 1886 as Secretary to the London Society), I have had unique opportunities of acquiring an intimate knowledge of the working of the system, and its adaptability to the needs of the country; and I have endeavoured faithfully to reflect the impression which that experience has left upon my mind. It has not been my purpose to give a detailed history of the whole movement, much less to attempt to assign to all

those who have taken part in the development of this great work the share of honour to which they are entitled. It is, however, impossible to touch in any way upon the University Extension movement without referring to Mr James Stuart, M.P., to whose genius its inception was due; to Professor G. F. Browne, Canon of St Paul's, who has been for so many years its official head in Cambridge, and whose influence and advocacy moved the University in 1886 to that important step of the Affiliation of Local Centres which made an epoch in the history of the movement; to the Rev. W. Moore Ede, now Rector of Gateshead, and Mr R. G. Moulton, who with other early lecturers laid so surely its foundations in the country; and to Mr M. E. Sadler, Christ Church, Oxford, to whom the recent revival of the Oxford work is largely to be credited.

R. D. R

March 5th, 1891.

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CHAPTER I.

EXTENT OF THE MOVEMENT.

THE University Extension Movement, which has now been before the country eighteen years, has revealed the existence of a real need for larger opportunities of higher education amongst the middle and working classes. From the time of its inauguration in 1873 by the University of Cambridge, owing mainly to the enthusiastic advocacy and skill in practical affairs of Mr James Stuart (at that time Fellow and Lecturer of Trinity College), down to the present day, when the principle has been accepted by all the Universities in Great Britain and by some in countries beyond the seas, the movement has shown marvellous vitality and power of adjustment to changing conditions. From a small beginning in three towns in the Midlands, it has grown until the centres in connection with the various branches are to be numbered by hundreds and the students by tens of thousands. The success attained by Cambridge in the first three years led, in 1876, to the formation of the London Society for the Extension of University Teaching, for the express purpose of carrying on similar

Adoption
by other
Uni-
versities.

work within the metropolitan area. In 1878 the University of Oxford undertook to make similar arrangements for Lectures, but after a year or two, they were for the time abandoned. Subsequently in 1885 the Oxford work was revived and has since been carried on with vigour and success. The University of Durham is associated with Cambridge in this work in the north-east of England, while courses of lectures on the Extension plan have been given for several years in connection with Victoria University in centres around Manchester. Two or three years ago the four Scottish Universities united in forming a like scheme for Scotland, while at the close of 1889, a Society for the Extension of University Teaching was formed in the north of Ireland. Finally the movement has spread to Greater Britain and the United States, and there are signs that work on similar lines is about to be established in various countries on the continent of Europe.

THE NEED WHICH IS MET BY UNIVERSITY EXTENSION.

The im-
portance
and uni-
versality of
the need.

This large and encouraging result seems clearly to show that the movement is one which touches an important if not universal need. It opens up new possibilities for the future of a very stirring kind. It has encouraged and fostered the growth of a feeling that our educational machinery should

include a system of higher education as widespread, all-embracing, and truly national as the system of elementary education. Although the old Universities are open to all, without distinction of rank or creed and Local Colleges have sprung up in several of the large towns in the country, the total number of students at the Universities and Colleges together is insignificant in comparison with the total population. It is obvious that only a small proportion of young men and young women can afford to give up three or four of the most important years of life wholly to study. While the large majority are thus compelled to learn a trade or business and begin at an early age to earn their daily bread, are the advantages and pleasures of systematic higher education of the University type to be always beyond their reach? The nation has for twenty years been perfecting its system of primary education which, faulty as it is, does provide instruction in the elements of knowledge for every child. By the abolition of tests at the Universities, twenty years ago, and by the subsequent admission of women to the lecture rooms and examinations of the Universities, all who possess leisure and means now find an open way to University education and privileges. Thus at the bottom and at the top educational facilities have been largely extended; but while in the system of elementary education the whole Nation

is provided for, in our University system the provision to all intents and purposes is available only for that comparatively small section having leisure and considerable material resources. It is true that the system of scholarships enables an occasional clever student to continue his education during the years which he would otherwise have had to give to the business of life, but these are, and must always be, the exceptions.

The needs
of busy
people.

Between these extremes lies the bulk of the population of the country. In all our towns and rural districts there are men and women living obscure lives, eager for knowledge, using their leisure in reading and following up, with very meagre facilities, the study of some subject in which they are interested; there is for this class of students, however, no adequate and systematic curriculum of study including teaching of a high class, with the incitement of some University recognition or privilege to be obtained at the close.

How far is it possible to meet needs such as these, and so develop a new type of students carrying on their higher studies side by side with the regular business of every-day life? In the following pages the results of University Extension work are set forth and examined with a view to seeing whether they furnish a solution of, or shed light upon, this educational problem, which the material advances and social changes of these recent years have brought into prominence.

UNIVERSITY EXTENSION, MEDIEVAL AND MODERN.

It is deeply interesting to compare the University Extension Movement of to-day with that remarkable educational movement of six or eight centuries ago which led to the establishment of the chief Universities on the continent of Europe and the ancient seats of learning in our own country.

The family resemblance between great popular movements, alike in their origin and in the successive stages of their growth, is well illustrated by this comparison.

"The University Movement," says a modern writer, referring to the origin of the old Universities, "was essentially a new movement deriving its chief impulse from forces and conditions which had not previously existed."

"In exploring the earlier records of most of the older Universities we become aware of three new factors in their intellectual activity, which clearly distinguished that activity from anything that had gone before. (1) The introduction of new subjects of study as embodied in a new or revived literature. (2) The adoption of new methods of teaching which these subjects rendered necessary. (3) The growing tendency to organization which accompanied the development and consolidation of the nationalities. It is a matter of very general agreement that these earlier Universities took their rise for the most part in

Characteristics of the old University Movement.

“endeavours to obtain and provide instruction of
“a kind beyond the range of the monastic and
“Episcopal schools.”

Reappear-
ing in the
modern
move-
ment.

Broadly speaking we find the same three factors distinguishing the intellectual activity of our own time and manifesting themselves in the modern movement for the spread of University Teaching.

1. New
subjects
of study.

In the first place we, in these times, have our new subjects of study. The Natural Sciences as we know them to-day are virtually the product of the last half century. These various sciences in their application to the arts and industries, have profoundly influenced the life of the people, and therefore appeal strongly to the popular interest. They have in a very real sense revolutionized society. The discovery of the steam-engine and its application to manufactures; the consequent development of the iron and coal industries; the modern advances in electricity; not to speak of other branches of science, bear so closely and directly upon the lives of a large section of the population that it is not surprising to find an increasingly urgent demand for larger opportunities of acquiring scientific knowledge. Even the old fields of study, Philosophy, History and Literature, are to-day approached in a new spirit, and their study is more widely felt to have a relation to the well-being of the community. It was to meet this demand and provide teaching of the highest class, suited to the wants of busy

people desiring such a general acquaintance with the various departments of knowledge as every intelligent citizen should possess, that the University Extension system came into existence, and the success already attained shows how well adapted it has proved for that purpose.

Following up the parallel we find in the second place, the University Extension Movement distinguished by a new and characteristic method of teaching which the special nature of the work has rendered necessary. The weekly lecture followed by the conversational class, the detailed syllabus, the weekly paper work for the lecturer, with a final examination to test the whole, constitutes a teaching system which experience has shown to be effective in attracting large audiences and, at the same time, securing a high degree of educational thoroughness.

2. Special method of Teaching.

Finally, the parallel is found to extend even to the third factor, for the growing tendency to organization which accompanied the development and consolidation of nationalities six centuries ago, finds its counterpart to-day in a similar tendency to organization accompanying the development and consolidation of the various classes and sections of the community. There is hardly any more characteristic feature of the social revolution of our time, than the growing recognition of the right of women to equal opportunities of intellectual training and culture with men. This has led to organization among women themselves

3. Growing tendency to organization.

THE UNIVERSITY OF CHICAGO

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University to establish a system of higher education suitable to their wants.

The parallelism is therefore complete. The University Extension Movement of a few years ago is the counterpart of long ago, and the new movement, deriving its birth from the "forces and conditions which had not previously existed."

It is therefore no mere phenomenon of the popular lectures but a really national movement, impelled by latent forces, which have been given rise, science and literature, to a new system. It has all the characteristics of organic and natural growth. It has been born of the needs of the people and is now taking its final assumed its final form.

Finally, while the movement of a few years ago left as its permanent contribution a system of learning throughout the country, adapted to the particular needs of these times, the movement of the present time, in the establishment of a complete new University system of a new type, making special provision for the requirements of this new era of our age.

The old University system of earlier times provided for the education of the few, but a new University system must provide for the education of the many. The experience of eighteen years indicates the broad lines on which such a system must be laid down in order to be truly national. The elements are contained in the University

for the purpose of securing such large educational opportunities.

Not only have Ladies' Educational Associations been at work and Women's Colleges and High Schools for Girls sprung into existence, but women have been among the warmest supporters of the University Extension Movement, and they have constituted at least half the audiences.

Again, the improvement which has taken place during the last fifty years in the material condition of the industrial classes and the increased leisure thus secured, have given rise to a widespread desire for ampler intellectual opportunities. Many of the great industrial co-operative societies of the north have, out of their profits, established libraries, built lecture-halls and arranged classes of various kinds to meet these growing needs.

Thus the tendency to organization which has accompanied the development of these sections of the community has been an impelling cause in the rapid educational advance of recent years, and it is a curious and interesting circumstance that the very fact which determined the University of Cambridge in 1873 to make the experiment of sending lecturers into the centres of large population, was the reception by the University of memorials, from certain Ladies' Educational Associations, the Educational Committees of co-operative societies at Rochdale, Bury, and elsewhere, and from various public bodies, praying the

University to establish a system of higher education suitable to their wants.

The parallelism is therefore complete. The University Extension Movement of to-day, like its counterpart of long ago, is "essentially a "new movement, deriving its chief impulse from "forces and conditions which had not previously "existed."

It is therefore no mere ephemeral scheme of popular lectures but a really national movement, impelled by latent forces, which must inevitably have given rise, sooner or later, to some such system. It has all the characteristics of a healthy and natural growth. It has been moulded by the needs of the people and is, as yet, far from having assumed its final form.

Finally, while the movement of six centuries ago left as its permanent result great centres of learning throughout Europe adapted to the particular needs of those times, so assuredly will the movement of to-day, in due time, lead to the establishment of a comprehensive University system of a new type making special provision for the requirements of this more democratic age.

The old University system of later times provided for the education of the few, the new University system must provide for the education of the many. The experience of eighteen years indicates the broad lines on which such a system must be laid down in order to be truly national. The elements are contained in the University

University
Extension
a national
move-
ment.

The per-
manent
result—a
new type
of Uni-
versity
system.

Extension Movement, which only needs consolidation and a wider extension, to develop into a very complete system of national higher education.

It stands to-day as a most remarkable example of a natural and spontaneous growth, the outcome on the one hand of an urgent demand for higher teaching in the country, and on the other of a deeper sense in the Universities of the responsibilities of their unique position and a growing sympathy with the educational needs of the people.

University
Extension
in accord
with the
best tra-
ditions of
the past.

It is deeply interesting to note how completely this attempt to give a wider extension to University teaching is in accord with the best traditions of olden time. Is it not recorded in the endowment deed of one of the earliest Cambridge Colleges, how the Institution was founded out of a desire to see the number of students increased, "to the end that knowledge, a pearl of great price, when they have found it and made it their own by instruction and study in the aforesaid University, may not be hidden under a bushel, but be spread abroad beyond the University, and thereby give light to them that walk in the dark by-ways of ignorance¹?" Thus the "few" were to regard their knowledge as held in trust for the "many."

¹ ut pretiosa scientiæ margarita ab eis studio et doctrina in dicta universitate inventa et etiam acquisita non sub modio lateat sed ulterius divulgetur lucemque præbeat divulgata iis qui ambulant in semitis ignorantiae tenebrosis:
Regula Collegii de Clare 1341.

Did not Sir Thomas Gresham, two and a half centuries later, seek to establish a "Third University," which should bring large educational opportunities within reach of the busy citizens of London?

The nineteenth century has clearly no monopoly of this idea of the great Universities as the sources from which (to quote Mr John Morley) "the fertilizing waters of intellectual knowledge" should be diffused by a thousand irrigating channels over the whole length and breadth of our "busy and indomitable land," and it is still the spirit of the ancient benefactors which breathes in this modern phase of University development.

When this new ideal has laid its spell on the public mind and has reached some measure of realization, the old Universities will be relieved of some of the more elementary teaching which has devolved upon them of recent years, and they will become more truly than ever the treasure-houses of the intellectual wealth of the country and the training schools of the keenest intellects destined to be the leaders and teachers of men.

CHAPTER II.

CHARACTER OF THE AUDIENCES.

It now becomes necessary to consider what the results of the University Extension Movement prove, as to the character and magnitude of the audiences who have availed themselves of the educational opportunities which have been provided.

The three
classes of
persons
contem-
plated.

The memorialists who addressed the University of Cambridge in 1872 urging the establishment of a system of higher education for the country, drew special attention to three classes of persons for whom they believed provision should be made.

1. Ladies and persons at leisure during the day.
2. Young men of the middle classes, clerks and others engaged in business who have only the evenings at their disposal.
3. Artisans.

In view of this suggestion the first courses of Lectures given at Derby, Nottingham, and Leicester—the towns where the University Extension scheme was inaugurated—were arranged with

special reference to the needs of the three classes of persons above mentioned, and three courses were given in each town.

The lectures designed more especially for ladies were delivered during the day, and the other two courses in the evening.

In a full and suggestive report upon the work of the Michaelmas term, 1874, prepared for the Syndicate by the Rev. W. Moore Ede, one of the earliest lecturers, some very interesting information is given as to the support extended by those different classes of persons to the lectures. Mr Ede's Report.

Mr Ede pointed out that day courses for ladies, for which a comparatively high charge was made (as a rule a guinea for the term of 12 weeks), were, from the beginning, well attended, and indeed such courses have nearly always been successful both in point of attendance and finance. The evening courses intended chiefly for young men were those most largely attended, although, it is important to note, not by the class for whom they were especially designed. The audiences proved to be thoroughly mixed. Not only did a large number of ladies attend, but persons drawn from various ranks of society, and of all ages above school age, while young men between the ages of 18 and 25 were, as a rule, present only in small numbers. This somewhat unexpected result has been confirmed by subsequent experience. During the eighteen years of University Extension work there have been few instances in which the bulk of an

Small attendance of 'young men.'

audience consisted of young men, while the presence of persons not contemplated in the original design of the memorialists has been an equally marked feature. Business and professional men, sometimes well over middle age, have constantly been regular attendants, and in some cases they have done weekly work for the lecturer and have taken the final examination.

Position in
life of the
students.

At one large town a prominent tradesman attended the lectures with his two daughters and entered with them for the examination at the close of the course.

In many instances graduates of various Universities have attended the Lectures, entered for examination, and have obtained certificates.

The following is the result of an analysis of the social position of 58 candidates (31 men, and 27 women) who took an examination in connection with a course on Political Economy at Nottingham.

Of the men 4 were students, 5 artisans, 4 warehousemen, 9 clerks and shopkeepers, 6 large manufacturers, 1 schoolmaster, and 2 unknown.

Of the women, 7 were daughters of manufacturers, 2 of a minister, 12 of tradesmen, and 6 were milliners.

To take another instance from the south of England, a course of lectures by Mr Moulton on "Greek Tragedy for English Audiences," was attended by an average audience of 210 in the afternoons and 120 in the evenings, making a

total of 330. About two-thirds of this number were persons in easy circumstances, who paid 10s. 6d. for the course, while 93 were admitted at a reduced charge, and were described as follows: teachers in private, middle class, and high schools, 31; private governesses, 23; elementary school teachers, 13; pupils in schools, 11; employés in houses of business, 10; artisans, 4; domestic servant, 1.

It is astonishing to find the enthusiasm with which persons of advanced age have devoted themselves to study in connection with this movement. There are few lecturers who have not received letters from individuals who have attended their lectures, speaking of the personal benefits which they have derived and of the new world opened up to them by the establishment of the University Extension Lectures in the district.

These facts all show that the teaching has possessed a character of its own, rendering it specially fit to meet the needs of busy people. The subjects taught and the method of teaching have come into some kind of real relation with the every-day life of the people.

It is important to consider why young men of the middle classes have not been reached as completely as was expected.

It must of course be recognised that the proportion of persons in any class of society endowed with the necessary energy and determination to

Suitability
to the
needs of
'busy
people.'

follow up laborious days by laborious nights, and to devote their leisure to the purpose of serious study, is comparatively small; but, even making due allowance for that fact, it appears unquestionable that young men are represented in the audiences in smaller proportion than any other section of the community.

Absence of young men due in part to want of adequate University recognition. It seems clear that the absence of any definite end to be attained in the way of a University title or degree, influences the class in question more than others, and that if a systematic curriculum of study were framed leading to some recognised University privilege a far larger number of persons would be incited to undertake serious and continuous work. To this point, however, I shall return again in a later chapter.

The experience therefore of the first term's work in the three Midland towns showed conclusively that it was as a rule unnecessary to arrange special courses with a view to particular classes of persons, for not only was it unsuccessful in the case of young men, but the lectures intended particularly for artisans were by no means exclusively or even mainly attended by that class. Still, the working people who did attend were full of an enthusiasm and earnestness that gave life and vitality to the movement.

Enthusiasm of Artisans. At the close of a public meeting at Chesterfield, called for the purpose of establishing University Extension Lectures in that town, a working collier came forward and desired the secretary to

put his name down in the guarantee fund for one guinea.

At Sheffield the Scissors-Grinders' Union resolved to purchase tickets for the Political Economy lectures for all the youths in their trade between 18 and 21. Support of
Trades
Unions.

At Leicester when the Committee, losing heart in consequence of the small attendance, determined to abandon the lectures, a number of artisan students met together, canvassed among their own section of society, obtained promises of support from many trade societies, and appealed successfully to the Committee to continue the work, with the result of a very largely increased attendance at the next course.

At Nottingham the Trades' Unions subscribed to the support of the lectures and became guarantors, while at many towns the industrial co-operative societies gave financial aid to the movement.

Although, however, individual working men and the societies in which they exercised influence, welcomed the movement and extended support to it, there was not that overflowing attendance of working people at these lectures which had been hoped for. The Arti-
san audi-
ences in
the mid-
land towns
not large.

Mr Ede points out in his Report, that there were certain serious obstacles in the way of the more rapid spread of the movement amongst artisans which were beyond the power of the Syndicate or the lecturers to remove.

Reasons : First, was the want of a better primary education amongst the great mass of working men. To some of the students writing and spelling were difficult operations, and the answering of the questions from week to week was so laborious and serious an undertaking that only the better educated were found able to attempt it.

1. Imperfect primary education.

2. Physical difficulties. Some years later, in 1881, a working man pathetically pleaded for more time for the examination paper, because his fingers got so cramped after a short interval of writing that he had to stop to rub them before he could go on.

3. Over-time. A second obstacle mentioned by Mr Ede was the constant overtime work, which made it so difficult for the men to attend regularly. In all the large centres of industry the employes at great works are liable to overtime. "Except on the early closing days," said Mr Ede, "the shops are generally kept open till late in the evening, and the tired assistants are too weary to turn their minds to study, hence very few of our students are shop assistants. Some offices, especially railways, often work late whenever there is any press of business. At Nottingham the lace factories work on the double shift system, hence lace-workers are unable to attend a definite course of instruction, for each man has to work in the evenings every alternate week." At one of these Midland towns some years later, one of the best students, a clerk to a butcher, would have been prevented taking the examination by stress of

work in the Christmas week, had not the lecturer made a successful appeal to his employer on his behalf. This student was one of the five who obtained distinction in the examination ; and writing afterwards to the lecturer to thank him for obtaining his release on the evening of the examination, he said :

I have derived great good from your Lectures (the course was on Art). They have indeed widened my sympathies and extended the sphere of my comprehension. I for the first time read history in an intelligent and appreciative manner by their directionand to the devotion with which I have always regarded architecture, particularly Gothic, they have added a wider and deeper knowledge of first principles.

In the mining districts the working in shifts <sup>4. Work
ing in
shifts.</sup> is found to be a serious inconvenience but the enthusiasm of the students has enabled them, although occasionally at some pecuniary loss to themselves, to overcome even that difficulty.

In Northumberland, for instance, a young married pitman living at some distance from one of the colliery lecture centres, arranged to leave work early on the lecture night, and lost thereby £1. 6s. in wages during the winter. The same occurs in other mining districts, as at Camborne in Cornwall, where several courses of lectures have been given in connection with the Oxford Extension scheme, and where the night shift prevents the men from attending the lecture except

in alternate weeks. In spite of this, two at least of those who obtained certificates worked all night after attending the lecture in the evening, and one, owing to the lecture being given on a Friday evening, when there was special work to be done at the tin-yard where he was employed, was at work all day before the lecture as well as all night after it.

The high-water mark in the Extension work amongst working people was not however reached in the early years, and it was not until nearly ten years later that the very remarkable spread of the movement amongst the artisan population of the Northumberland mining district took place.

CHAPTER III.

RECEPTION BY ARTISANS.

NORTHUMBERLAND will ever be remembered in the history of University Extension as the first district in which the movement was taken up on a large scale by artisans.

The incident which first gave the impetus was very characteristic, and doubtless the unique success which followed was due in no small degree to the mode of starting and the lines of organization that were thus naturally laid down.

In the autumn of 1879 a course of lectures on Political Economy was arranged at four Tyneside towns, Newcastle, Sunderland, North Shields and South Shields. The large mixed audiences attending the lectures included, at some of the towns, miners from the neighbouring colliery villages. In the examination held at the close, the highest place was taken by one of these miners and the second place by a lady, the daughter of a wealthy manufacturer, the Member of Parliament for the borough. This

fact illustrates in a striking way the catholic character of the movement and its adaptability to the needs of persons of very different degrees of previous training.

Campaign
in the
mining
district.

The prize winner and some of the other pitmen who had attended the lectures, were so enthusiastic about the scheme that they made a campaign through the Northumberland mining district during the summer months, held meetings at colliery villages and roused so much interest that a central committee was forthwith formed and arrangements made for the delivery of the same course of lectures at five villages in the following winter. The movement met with a most enthusiastic welcome. An aggregate attendance of over 1,300 working miners attended the lectures at the five centres. Over 40 candidates entered for the examination at the close of the course, only two of whom failed to obtain certificates. The tickets for the course were sold at a shilling each, and the receipts were supplemented by donations from colliery proprietors, local co-operative societies, and private persons interested in the scheme.

This was the beginning of a work which rapidly grew and which was carried on from year to year without interruption till the disastrous strike of 1887.

The subject of Political Economy, bearing as it did upon their daily life, possessed no doubt a special interest for the pitmen. But that there was a genuine desire for knowledge for its own

sake is proved by the fact that the lectures in later years covered a wide range of subjects such as,—English History, Geology, Mining, Chemistry, Physiology, Physical Geography, and English Literature.

The Northumberland pitmen were no doubt as a whole better prepared for this kind of education than any other class of working people in the country. Not only are they a less migratory population than that of other mining districts, but they possess in a high degree the traditional hard-headedness and love of knowledge of the Northerners. The educational facilities of the district, both elementary and more advanced in the way of science and art classes, were good, and there were numbers of thoughtful men ready for the higher kind of teaching which the University Extension system provided.

It is astonishing what a thorough study of certain subjects some of these men had been able to make with scarcely any early educational advantages. One pitman who had no school education and began to work underground when a mere child succeeded in acquiring a masterly knowledge of certain branches of English literature. Two others are exceedingly able local geologists. Both have valuable collections of fish and other fossil remains from the Coal-measures. One has prepared with great skill a large and beautiful series of thin sections for the microscope. His knowledge of local geology and palæon-

Prepared-
ness of the
miners for
this work.

Extra-
ordinary
attain-
ments.

tology is extraordinary considering the difficulties he has had to overcome. Coming among such men as these it was not surprising that the lectures should have been warmly taken up.

It is difficult to describe adequately the impression which frequent visits to the district made upon me. The sturdy intelligence of the pitmen, their determined earnestness, the appreciative and responsive way in which they listened, the downright straightforwardness of their speech, all this it is impossible fully to express.

Ability of
the Leaders.

Many of the leaders of the artisans in the north are men of great ability and earnestness and well-read to an amazing degree. During one of the visits, in a conversation with a number of pitmen after a public meeting, some reference was made to Whewell's History of the Inductive Sciences, when one of the men said, "Ah! that is a book I have long been wanting to see. Mill criticises a point in it, and, as far as I can see Mill was wrong."

Interest in
Political
Economy.

John Stuart Mill is held in great respect among the miners, and in most of the scanty libraries of the more thoughtful working men some of Mill's books are to be found.

Need of
guidance
in study.

The same pitman who made the remark about Whewell's Inductive Sciences dwelt, with feeling that was evidently rooted in personal experience, upon the fact that one of the hardest and most pathetic things in the lot of a young working man endeavouring to educate himself, was the waste of time and money occasioned by the purchase of

antiquated or worthless books, owing to lack of guidance in their selection.

A miner who attended a course of lectures on Physical Geography at Middlesboro' in 1881 is an illustration of this point. He had wished when a young man to know something of Natural History, and out of his modest earnings had spent a couple of pounds in the purchase of Goldsmith's Animated Nature, only to discover later that Natural History was making rapid advances and that the kind of book he wanted was of an entirely different character. A most important indirect benefit conferred by the University Extension scheme has been the help and guidance which lecturers residing in the district have been able to give in this way.

A mis-
taken
purchase.

Many instances are recorded of the enthusiasm of the miners for knowledge and their sacrifices to obtain the opportunities of higher education. In a letter to a local paper in 1883 one of them wrote :

Personal
sacrifices
of miners.

I know several persons who go a distance of six miles in order to hear the University Lectures. Nay! I know some who have travelled ten miles in order to hear the present course.

The following is an instance of this.

Two pitmen, brothers, living in a village five miles from one of the centres, were able to get in to the lectures by train, but the return service was inconvenient and they were compelled to walk home. This they did weekly for three

months, on dark nights, over wretchedly bad roads and in all kinds of weather. On one occasion they returned in a severe storm, when the roads were so flooded that they lost their way and got up to their waists in water. It is not surprising to find that they distinguished themselves in the examination and eventually succeeded in making their own village a lecture-centre. This missionary spirit is thoroughly characteristic of the movement, and further instances will be given in a later chapter.

The great opportunities opened up by University Extension.

It is difficult for those who live in the Universities, surrounded by every facility for study, to realize what the opportunities opened up in this way mean to the working population of the country. To all, the education they are thus enabled to acquire, brings a fuller life with indefinite possibilities, and to some, the near prospect of advancement into positions of trust and honour. No one can witness the eagerness with which working people like the North-umberland pitmen strive for higher education, without a deepening of the sense of sympathy and fellowship.

A touching instance.

The following incident, reported by the local secretary of a centre in the north is quite pathetic.

Amongst the successful candidates in the examination at the close of the term, was a pitman from a neighbouring village. The secretary received the list on a Saturday, and wrote to each candidate informing him of his success. On coming out of church next morning, he was sur-

prised to find the pitman waiting for him, who produced the letter and asked whether it was really true that he was one of the successful candidates. He feared there was some mistake. On being assured that there was no mistake, he exclaimed, "Eh, but it's a proud man I am to-day," and went home happy in a new sense of achievement.

This keen interest displayed by artisans has not been confined to Northumberland. An experiment furnishing really valuable results was tried at York some years ago, which proved how largely the attendance of artisans depends upon the local arrangements. The Lectures scheme was first adopted in York in 1875, and the work had since been carried on from term to term. The Committee had always desired to bring the lectures within reach of working men; but in spite of repeated attempts to secure a large attendance their efforts met with only partial success.

Success of
an Artisan
course at
York.

In 1882 a course on Political Economy had been arranged, which it was hoped would attract artisans in large numbers. The Committee, however, were much disappointed to find that few entered their names. Although the price of tickets was 7s. 6d., members of Trade Societies were entitled to purchase not less than four at the rate of 5s. each. Still, artisans were conspicuous by their absence. From what had occurred in Northumberland, it appeared extremely

probable that even 5s. was too high a fee for the majority of persons earning only moderate weekly wages, and it was suggested that, with a view to seeing whether any real desire existed for such teaching as was provided by the lectures, the Committee should arrange for a repetition of the first lecture in some convenient hall frequented by artisans, that admission should be free, and that at the close of the lecture the whole matter should be laid before the meeting and discussion invited. This suggestion met with the approval of the Committee, and a number of representative working men met a few days later as a provisional committee to arrange details. A free lecture was decided upon, and a thousand free tickets were printed. These were given to foremen in workshops and others who undertook to distribute them in the right quarters.

The meeting was a complete success, over 500 persons were present, and nearly all belonged to the working classes. At the close of the lecture it was announced that if the audience would appoint a committee of their own to take the management of a course, and would get £10 worth of tickets sold (fixing their own price), the York Committee would arrange with the lecturer to repeat the Political Economy lectures week by week, at such a time and in such a place, as would be most convenient.

This offer was cordially accepted. An artizan committee was appointed and the preliminaries

were arranged. It was agreed that the tickets should be sold for 1s. 6d. each.

During the first week 150 tickets were taken up, and at the end of the term £14 had been received for tickets, while an average attendance of 125 was kept up throughout the term. All these were genuine working people. The lectures were listened to with the keenest interest, and the questions and discussions in the class proved that the subject was being earnestly studied. The lecturer, writing after the first lecture, said :

The Class last Tuesday was a complete surprise to me. I had expected to find some difficulty in filling up the hour, but there was a continued fire of questions and short arguments the whole time. The audience seemed to enter into the spirit of the thing, and thoroughly to enjoy it.

The following touching incident happened in connection with this course.

Week after week the front bench was occupied by a little band of blind men from the Blind Institution. One of them had been presented with a ticket for the first lecture, and he carried back to his comrades such a glowing account of the proceedings that a number desired to attend. They determined to club together to buy tickets, but found 1s. 6d. each beyond their means, and they were obliged reluctantly to give up the idea. This chanced to come to the ears of one of the artizan committee, who collected amongst his friends enough to purchase six eighteenpenny tickets,

which were presented to the six blind men, who attended the course with unfailing regularity. The topics of each lecture furnished subjects of conversation and discussion amongst them during the week, adding a new pleasure to their lives and lightening its burden.

Low fees
essential.

The results of this experiment are highly interesting, as proving that artizans will avail themselves of the lectures, if the fees are low enough and the management is placed in the hands of a committee of their own class. The question of fee is more important than can well be realized by those who are in comfortable circumstances. The payment of a sum even so small as 5s. out of the wages of one week is often impossible to a married man with a family, such as is the case with many of the best artisan students.

The following letter from a working man at a centre where 6s. was charged for tickets, and 3s. for the lectures alone, puts this point forcibly :

There is one great drawback to the working classes attending these lectures, i.e. the expense. How can you expect such as myself to keep a house over my head, support and keep things respectable, and be able to pay 6s. down on the nail for a course of lectures, out of a little over a pound a week? Besides, others that I know, wishful to be informed on scientific subjects, are burdened with large families. I myself should have attended the classes this last course if certain conditions could have been complied with. I wanted to pay the 6s. necessary by instalments before the conclusion of the lectures, but I

was told that it could not be done, so I had to pay 3s., all I could afford for the course of lectures minus the classes. I and many other working men are only grasping for that which fell from the lips of the German poet Göethe, viz., 'More light,' but when we have to purchase it so dearly I am afraid we shall have to remain 'in darkness.'

Over and over again, from artisans and others, the strongest expressions of their indebtedness to this form of teaching have been received.

At a meeting in Hull a working joiner spoke most warmly of the benefits he had derived. He said, Testimony
to the help-
ful effect
of the
Lectures.

It is six years since I sat in this Hall at the first course of University Extension Lectures, and I have attended all the courses since except one when I was ill. I cannot tell how much I owe to these lectures. They have worked a revolution in my life. I am able to take broader views of questions and my interests are widened. My life is altogether brighter and happier. There is something about these University Lectures different from Science and Art Classes. I can't say exactly what it is, but they do more for you and have more life in them.

One or two others spoke in very much the same strain. A working miner, from personal experience, declared that he had obtained far more knowledge by attending the Extension Lectures for three months than by attending any other classes for six. He said "the lecturers "have a method of imparting knowledge found "in no other class of teachers." There are few lecturers who have not received letters from

students stating how much they had benefited by their teaching. A Cleveland miner, writing to one of the Lecturers, said,

I deeply deplore the past 34 years of my life—being buried in the mines since I was nine years of age, and taught to look jealously on science as being antagonistic to religion. I little thought what pleasures of thought and contemplation I lost. I have however broken loose from my fetters and am proceeding onward. There is a feeling of this kind springing up among many of our working men.

In another letter, referring to a course on Geology which was just beginning, he says:

I have lived in Cleveland about 18 years of my life, but find it true that I am now in a strange country. I mean however to know it.

Artisans
in the
South.

It is not solely in the north of England that artisans have benefited by the University Extension system, as the following letter received by a lecturer from a working man who attended his course on Astronomy at a town in Hampshire will show. It affords not only a further illustration of the valuable work which is done by the lecturers in helping those, eager for knowledge, who have no other means of higher education within their reach, but also shows that thirst for knowledge and resolute perseverance in overcoming difficulties are not confined to any one part of England. The letter runs as follows and refers to the weekly papers sent in by the writer:

I feel that my work is so badly done that I am much ashamed of it, and that I should inflict on you an explanation of my position. I am an ordinary working man who never learnt to read until nearly thirty years of age, and in trying to educate myself without method nor any person to direct me how to learn properly, I feel that I made a mistake in not getting an elementary education first, for (unfortunately perhaps) one of the first books I learnt to read was by Sir John Herschel, and then R. A. Proctor's works, so that I have been labouring to grasp great truths and grand conceptions, and have failed to learn or retain the form and sound of words, so that I find great difficulty in translating an idea correctly into the written or spoken language in use by the better educated class of my countrymen. You, sir, may perhaps think it absurd for a man to study the grand Science of Astronomy without, and to the neglect of, an elementary education. I admit, Sir, it is so, but I hope for your sympathy from the fact of your being a more fortunate student in that science I love so much, so that I may ask you to excuse the imperfections of my work, and although I feel somewhat ashamed of my ignorance when in the society of the more educated of those I see sitting at your evening lectures, I am trying to overcome that feeling so that I may not lose the first opportunity I have ever had, and perhaps will be the only one I shall ever get, of testing the correctness of my astronomical conceptions.

In a later letter the same writer says

May I write a few lines by way of an apology or explanation as I have sent no papers these last two weeks. You will be able to judge better when I tell you that after leaving the Hall where you lecture I can get to my home in two hours if I take a boat across

the harbour, and a short cut or two across the fields and through some very nasty lanes, but I have to give way pretty hard to do it in that time, so the fields being bad for travelling, the night being dark and dirty, I feeling not very well or fit for the work resolved to give up the two lectures on the Sun, and to make up for their loss, I got in a good stock of midnight oil, borrowed Young and Ball on the Sun and Stewart on Energy ; now what with these and two splendid planets with very favourable circumstances for my little telescope and a little extra hard work in the day—yes sir, I have overdone it, but I hope soon to pick myself up again and I will try to make up for lost time. I should be glad if you could give me the name of a good text-book on Astronomy, those that I have had the pleasure of seeing are not very satisfactory, some are incorrect, others are incomplete.

These quotations bring out in a striking way how the presence of a University Lecturer in a town may be indirectly helpful by giving an opportunity to Students to get advice as to the best course of reading and most useful books on the subject in which they are interested.

Illustrations of a like kind are not wanting in the Metropolis.

Artisans at
London
centres.

The courses which have been given in connection with the London Society in East and South London have been largely attended in some districts by artisans. At Ponder's End an audience of about a hundred was composed of workpeople, most of whom were employed at the Electric Light Works in the neighbourhood. I was present at one of the lectures and asked the Secretary as to

the position in life of those who were attending. Looking around the room he said he could not see more than three persons who were not in receipt of weekly wages.

The subject of the first course of lectures at that centre was Chemistry, which was continued for two terms and was selected as a starting point whence to proceed later on to Electricity, a subject, which in view of its bearing on their daily occupation, the students were anxious to study. The Lectures were followed with the keenest interest, and the Lecturer in his report on the work spoke of the encouragement he received, by learning that the topics of the lectures were frequent subjects of discussion amongst the workmen. The proportion of artisans in this audience was no doubt exceptionally large, but at Bethnal Green, Limehouse, Poplar, Whitechapel, Woolwich and similar centres, large numbers of artisans have attended. The lecturer on Chemistry in a report on the work at one of these East End centres stated

The number of papers which were sent to me every week must be regarded as most encouraging when one considers that the class has been almost entirely composed of men engaged during long hours in factories and works, to whom writing is often difficult and whose time has been extremely limited. A very pleasing proof of the great interest taken in the work by my audience is the fact that several of them have consulted me on practical points connected with their every-day work. I made sug-

gestions to them which they carried out, and at the next class reported the result. They have also had warm discussions during their dinner hour upon the lectures and used to come to me to settle the points in dispute.

At another of these centres a course on Economics drew a large audience that included workmen engaged in ship-building, boiler-makers, coopers, sawyers, and dock labourers. The class following the lecture was so thoroughly appreciated by the audience as often to be protracted to a late hour. Questions were freely asked of the lecturer, and animated and vigorous discussions took place which showed how real was the interest taken by the students and their anxiety to test the principles of political economy by the facts of every-day life.

Influence
of Uni-
versity Ex-
tension on
popular
attitude
towards
the Uni-
versities.

This body of experience leaves no room for doubt that the University Extension system meets the needs of the industrial classes in a singularly complete way. It stirs enthusiasm as does no other educational movement. I have heard men speak with bated breath of the "grand old University of Cambridge." There can be no question that the University Extension Movement has completely changed the attitude of the public mind towards the old Universities, and in more senses than one it has saved the Universities. As a Northumberland miner said on one occasion,

The lecturers are something more among the working classes than teachers. They are really the

workmen who are filling up the gaps. Their presence lifts the people into a higher sphere. All at once Cambridge and everything pertaining to it becomes interesting, and the class to which the lecturer belongs is regarded with generous feelings. Greater interest is evinced in the spread of knowledge among the higher classes and other sections of their own class. This broadening of thought and feeling should be fostered, and the scheme would deserve the support of all classes if it did no other good than this.

CHAPTER IV.

STUDENTS IN EARNEST.

The begin-
ning of a
Students'
Associa-
tion.

ABOUT ten years ago a few miners at Backworth, a colliery village, formed themselves into a Students' Association for the study of Mathematics. They elected one of their number as their leader, who describing the work said,

On the first night the class was opened, between thirty and forty students presented themselves, and everything up to this point augured well for future success, but the accommodation was entirely unsuited for the purpose. I got as many into one room as it would hold, and the others seated themselves round the billiard table which was out of repair in another room. We got on in this way very well for a few weeks until the billiard table was repaired, when we had to evacuate that position and turn round to the news table. The difficulties we had to encounter, ultimately proved fatal to the attendance of the greater part of the students. On one side of the table at which they worked were persons engaged in reading the newspapers and playing draughts, and immediately behind them was the billiard table in full swing. I knew that such a state of things could not long exist, but I did not like to tell them not to

come any more; that was unnecessary, as they very soon took the hint themselves and stayed away. So the work was abandoned for a time.

Two years later, however, after a full Extension course on Mining an Association was again started. A suitable room was obtained and a Committee formed. The Students commenced their work by placing their own books on the table for common use, and met once a week for the purpose of reading papers on a variety of subjects, in the main scientific. Soon afterwards they determined to devote another evening a week to the study of one subject, and Land Surveying was chosen. Their facilities for the acquisition of knowledge in that branch were exceedingly limited, but they were determined to succeed, and they asked Professor Stuart to recommend text-books and sketch a line of study.

From the beginning of February to the middle of August the class met weekly and worked at the subject, one of the Students—a miner—acting as leader.

They commenced by obtaining a knowledge of some simple geometrical theorems and problems bearing upon the subject, and next they tried thoroughly to understand the manipulation of the instruments and scales necessary for plotting and planning surveys. They then went on to acquire a practical knowledge of the subject by surveying in the field with the chain and cross-staff and measuring by angular bearings with the

compass. They took their measurements home, worked at their figures there, and brought the results to the class. At the request of the Students an examination was held by Professor Stuart on the summer's work with very satisfactory results.

An Association
at work.

One of the miners gave the following graphic account of the work of the Association :

The studies commence in this way. Someone is appointed to introduce the subject; he does so by a paper or lecture, but more frequently by reading a chapter from one of the text-books. He explains and illustrates the chapter as well as he can, a discussion then ensues, and every point in the lesson is examined and discussed until it is perfectly clear to every member of the class. When the first lesson is mastered, the second is gone through in the same way, and so on. It is no longer a new thing to see a dozen men discussing and endeavouring to comprehend some point in a lesson which has hitherto withstood all their efforts. The discussion wanders on to subjects which have no connection with that under consideration, and is brought back again by an appeal from the more earnest students.

Everything in the books bearing on the point is re-read. The discussion recommences, but a gloom is settling on every face at the prospect of the meeting breaking up without the point being understood. Everyone is engaged in one last desperate effort to overcome the difficulty. Suddenly someone's eyes begin to sparkle, and his countenance is brightening up. The light has burst in upon him. With the ecstasy of one who has just solved a baffling problem, he springs to his feet and explains the point. This explanation clears up the difficulty to a second one.

The number of teachers then go on increasing until there is only one pupil left. He is conscious of being the greatest dullard in the class, and declares that he will not be the last to comprehend the next difficult point. The eleven are all busy with him. The explanation of someone penetrates his mind and he ceases to be a pupil. Still there is some doubt as to whether he has really mastered the point, or has only said so in order to get rid of the pressure which was bearing upon him. It is therefore suggested that he should explain the difficulty in his own way for the benefit of the others, as they had to explain for him. He does this, and there is more joy over this one convert than there was over the other eleven.

Clearly these men, who might often have been seen on Saturday afternoons in the fields working with the air of professional surveyors, were in serious earnest, and determined to obtain education at any cost of labour or self-sacrifice. Their financial statement at the end of their first year's work is quite pathetic in its simplicity. On the credit side, receipts by contributions at one penny a week per member 18s. 4*d.*, on the debit side expenditure, chiefly for room cleaning, 6s. 0*d.* Balance in hand 12s. 4*d.*

The membership of the Association continued to increase and fresh subjects of study were taken up from year to year, which were not always scientific.

The four months' strike in 1887 proved disastrous to education in the district. For many weeks the direst distress prevailed and it was no

Effect of
the strike
in 1887.

time to talk of Lectures when famine was at their doors.

The Report of the Students' Association issued a year later says

Last year no report was printed because the Miners' Strike had threatened the existence of the Association and prevented the members from making arrangements for a regular course of summer work. Some of the members left the district during the strike, but those who remained held their two meetings a week as usual, one being devoted to the study of arithmetic and the other to English grammar.

The
Classics in
translation.

The following winter Mr R. G. Moulton was lecturing in the Newcastle district on "Ancient Comedy for English Audiences." The Backworth Students' Association determined to work through his Syllabus on Ancient Comedy during the summer months. Mr Moulton gave them every assistance in his power. He presented the Association with 20 copies of his Syllabus and Book of Illustrations, lent two copies of Rudd's translation of Aristophanes' plays and also manuscript notes of his own lectures. The report described the work as follows :

About 14 members at first consented to go in for this course, but several of these found it too difficult even to make a start and only seven or eight were resolute enough to pull through. The course was a very hard one and especially to us who had never studied any literature before, having been solely occupied with science. It was very interesting to read the comedies, as we all joined in the reading,

each one representing a character in the play and reading his part. But the difficulty was with the questions on the syllabus and in understanding the technical terms and analysis of literature and our ignorance of Greek history added to this. We continued with this subject during the whole summer, meeting once every week and reading either the plays or the syllabus and manuscripts, and discussing the questions.

Although only seven or eight wrote papers, several others attended the meetings regularly and took their parts in the reading and discussion.

In the following winter Mr Moulton who was lecturing in the Tyneside District on English Literature gave a couple of lectures to the Backworth Association.

The Students then took up Mr Moulton's syllabus on 'Shakespeare as a Dramatic Artist,' and met every week to read Shakespeare's Plays with Mr Moulton's book on the subject in their hands. Papers were written in answer to questions in the syllabus and sent for correction fortnightly. The Report adds, "this subject is still more interesting than Greek Comedy for it is nearer home and easier to understand. The gratitude of the Students to Mr Moulton is more than words can express."

This Report shows that the Association had been growing into greater strength. The number of members had increased from 13 to 35, and the Balance Sheet showed a sum of £4. 11s. 3d. received in subscriptions.

The objects of the Association.

It will have been seen that the object of the Association was to enable the few earnest students to carry on their study during the whole year. Whenever a course of lectures was in progress at the centre the members of the Association devoted themselves at the weekly meetings to discussing the subject of the previous lecture, and preparing for the Class of the succeeding week. During the summer months some special subject was taken up, if possible supplementary to the winter's lectures.

Practical work in the summer.

After a course on Physiology the students continued to study the subject for weeks, during the summer, and attempted to form a small laboratory for doing practical work. Their annual report recounted their difficulties as follows:

This required greater funds than the students could command; so they determined to appeal to friends who might have, or who could get, some old cast-offs, or damaged instruments which might serve the purpose of the students well enough by a little mending.

In response to these appeals a few small contributions and one or two pieces of apparatus were received. The Report went on to say that this idea of laboratory work was mentioned to Mr E. A. Parkyn who was giving a course on "Plant Life" at the Tyne-side centres and with his approval they determined to go through the Syllabus of that course of lectures in as practical a way as possible. He lent the students his own

microscope and their appeal to the Tyne-side students for help met with a hearty response which exceeded their most sanguine expectations. Members of the Tyneside Students' Association lent syllabuses, text-books, microscopes, slides, and helped them to get their work afloat. Mr Howson the Secretary of the Association corrected papers which were sent to him by Backworth Students. At the end of the three months' work an examination was conducted by Mr Parkyn on the same lines as the regular Extension examination. Five students entered, all of whom passed, and the examiner reported as follows:

Taking into consideration the difficulties under which the study has been pursued, I consider the papers satisfactory. The time allotted for answering the questions seems to have been rather short for most of the students. It has given me much pleasure to witness this praiseworthy effort on the part of the Backworth students to systematically study a science during the summer months, and they are certainly to be congratulated on the result of that study as shown by their examination papers.

THE MISSIONARY SPIRIT.

The personal help rendered by the members of the Tyneside Students' Association to their less fortunate fellow-students at Backworth is not a solitary instance of the manifestation of the missionary spirit in this movement. Some of the

Two
Student-
Lecturers.

more energetic mining students themselves carried on a like work. During one term when no lectures were given in their own village two members of the Students' Association attended the lectures on Chemistry delivered at a neighbouring centre, a distance of between four and five miles, walking both ways after their day's work. Finding others anxious to study Chemistry but unable to attend the course at such a distance, they formed a class at Backworth on the night following the Cramlington lecture, and with the help of the syllabus and their notes reproduced as much as they could of what they had heard, repeating the experiments made at the lecture with such simple apparatus and re-agents as their slender resources enabled them to purchase. The lecturer very willingly, at their request, examined the class at the end of the term and found that all had acquired a sound knowledge of the subject and would have passed the regular University examination had they been entitled to enter for it.

A sub-
sidiary
system for
rural
districts.

Here we see the earliest beginnings of a subsidiary system suited to the needs of villages and rural districts, where audiences sufficiently large to make a full course financially possible cannot be hoped for.

If the lecturers issuing from the Universities can be termed educational missionaries, then the students themselves in their turn have passed on the lamp and attempted a similar work.

Many instances have occurred in different

parts of the country of individual students aiding others less favourably situated than themselves.

VILLAGE LECTURES.

The first systematic attempt, however, to follow up this idea was made in 1889 in the neighbourhood of Guildford. The Local Committee determined to offer to villages in the district a series of lectures by one of their best students who had obtained a high place in the examination on Physical Geography the previous year. Arrangements were made with three villages, for an introductory lecture to be given by a Cambridge lecturer for the purpose of bringing the question into public notice.

Surrey villages are fortunate in possessing excellent halls, and there was in every case a good representative audience. At two of the villages arrangements were concluded for a course of weekly lectures conducted on the ordinary Extension plan. The student-lecturer followed the lines of the Guildford Syllabus and reproduced for the village class what he had acquired from the University Lecturer. The experiment proved that such a scheme can be made thoroughly successful.

In the following year the Guildford local secretary who organized the scheme brought the matter before the South-Eastern Counties Association, and urged that body to take up the work. He pointed out that although there had

been difficulties in carrying out the experiment, it must be regarded as a distinct success, and that if the plan of village lectures could be widely adopted it would immensely benefit, not only the villages themselves, but the centre from which such work radiated. It would further be an undoubted stimulus to more earnest study on the part of students desiring to fill the office of village lecturer.

Modifica-
tion of the
original
plan.

During the winter of 1890 a modification of this experiment was tried and short courses of three fortnightly lectures were given in two villages by Extension Lecturers, a class being held in the intervening weeks by a student.

There are no doubt great advantages in affording to villages the opportunity of personal contact with the regular lecturers. Larger audiences are likely to be secured and the few earnest students will be stimulated to carry on more energetically the detailed work under the direction of the student-lecturer.

An instance of a different kind of village work is described by one of the Oxford Lecturers, who lectured at Barnsley. He visited a number of villages, giving a single lecture with a view of inciting those more eager for knowledge to go to Barnsley for the regular course.

Import-
ance of
these ex-
periments.

These various experiments are of the highest value. Indeed such attempts to adjust the movement to the needs of the different sections of the community, and its elasticity and ready adapta-

bility to the most diverse conditions, are full of promise for the future.

There seems little doubt that some expansion in the direction of utilizing the enthusiasm and ability of the best students to bring higher teaching within reach of villages and poor districts of large towns, is an essential step, if the movement is to grow into a really national system of higher education.

If some kind of recognition were given by the Universities to village work of this character, a body of assistant or student-lecturers would gradually arise, who had received a regular training at the local centres, and who would carry on the work in villages within reach of their centres, thus extending the beneficial influence of higher teaching into districts not now reached but where it would be warmly welcomed.

At the conference at Cambridge in July, 1890, this subject of village work was discussed and a very striking speech was made by one of the senior lecturers, the Rev. T. J. Lawrence, who said: Testimony
as to the
needs of
villages.

For eleven years I was a clergyman in a country parish, and on the strength of that eleven years' experience I want to say that if the University desires to do a thoroughly good work, more needed even than the Extension work in large towns, it cannot do better than endeavour in some way to enlighten the intellectual darkness in rural districts. Anything more utterly monotonous or miserable to persons of either sex with intellectual tastes than the ordinary life of a country village I cannot conceive. There is

an entire absence of opportunity, and these people are crying out to us to come over and help them. We cannot go with our full-blown apparatus of the University Extension scheme—it is too expensive. Cannot we, however, give them something of that same knowledge and teaching, which you may call, if you like, second-hand knowledge. We should do a marvellous work in the country districts, and would reap a rich reward in the Extension centres throughout the country, and gain much love for the University too. We trust the Cambridge Syndicate, if they have control of the matter, to take care that no lecturer is authorised who has not gone through a thorough course of training in the Cambridge courses. I think we could easily devise a plan whereby student lecturers, trained at University Extension Centres, who have given evidence of their capacity, should go into the villages to hold small classes, and so leaven the whole lump of rural life.

First suggestion
of 'lay'
lecturers.

This idea of student-lecturers or lay lecturers, as they have sometimes been called, was advocated as early as 1884, by a student at one of the northern centres who was greatly interested in the spread of the work in the pit villages of Northumberland and who wrote to me as follows:

I don't think a pit village can continue to pay £45 a course. It might do so once or twice, but it would not keep it up. But I think they could pay £10 or £15 steadily, and, in my opinion, it can be done for that—done through lay lecturers—non-University men I mean. Well, you say, in the first place it would not be done thoroughly, and in the second place, Cambridge could not control it. I think it would, and she could. You will admit that you

have found lots of good stuff in the provinces—men and women too. Well, many of these would go heart and soul into the work. I do not want you to train them all round like a University man; for that they have neither the time nor the inclination. What I want is for you to give them the opportunity of making themselves specialists; this they could easily do. First exact that they should have attended six University Extension courses before beginning their work, to gain style and method; then make them choose some special subject, and give them a full year at it with other higher examinations to pass—not taking them away from business, of course. In such science subjects as Geology or Physiology, make them do some practical work. There being only one subject, many clerks, teachers and others could afford time to get up this thoroughly. Let them finish by preparing a syllabus to the satisfaction of the Syndicate, and pass verbal examinations all up and down it if you like, and give satisfactory proof of good expository style. If I had my way, after this trouble, I would give them a special title or degree marking their qualification in the subject; but mind you, I don't suppose you could get a conservative University to take such a radical step as this. But I think something might be done to help those who had thus far helped themselves, by supplying them either for nothing or on loan with the needful diagrams and apparatus; but if Cambridge would not do this it could be seen after elsewhere. Then license them to lecture on that one subject under the auspices of the University, and let them go on as long as they liked, provided they could prove at each course a minimum attendance, and a minimum percentage of passes, the examiner in all cases being a Cambridge man, so as to constantly keep a check upon the work done.

Clearly many experiments have yet to be made in this direction ; it is moreover a work which might most usefully and profitably be taken up by the various District Associations, for it would be a practical step towards carrying out one of their expressed objects and would undoubtedly react beneficially upon the Association itself and would infuse new life and vigour into the organization.

CHAPTER V.

CONDITIONS OF SUCCESS.

THE central University authorities having no Local fund at their command for the carrying on of ^{Finance.} University Extension work have required that each local committee should be responsible for the total cost of the lectures.

The fee for a single course of twelve lectures and classes, which in the case of the Old Universities is between £40 and £45, and in the case of London, Victoria University and the Scotch Universities is about £10 less, with the local charges for hire of hall, printing, advertising etc. reaches a total of between £60 and £70, which has to be provided by the locality. In cases of large audiences, or where the tickets are of high price, the receipts may suffice to meet all expenses. In the majority of instances, however, the local committees have been compelled to draw upon a guarantee or subscription fund, to supplement the receipts from sale of tickets.

If the average cost of a course be taken at £70, an audience of 300 at 5s. each would be

Financial success a question of numbers.

necessary to completely cover the expenses. Apart from a subsidy of some kind it is clear therefore that the financial success is merely a question of the number attending. If the number is sufficiently large the financial difficulty does not present itself. Under what conditions, therefore, it will be asked, does experience shew, that it is possible to secure such a large attendance as will make the lectures practically self-supporting, and what are the most effective means for that purpose? Furthermore, how is the financial difficulty to be overcome in those cases where it is impossible in the nature of things that the receipts from sale of tickets can be sufficient to meet expenses?

Two groups of centres.

Studying the character of the various centres it is seen that they fall naturally into two main classes conveniently described as (1) Mixed centres, (2) Artisan centres.

The first group may be subdivided into

(1) Centres where morning or afternoon courses are held attended chiefly by ladies paying a high fee. These can without difficulty be made financially successful, and it is therefore unnecessary to deal further with them.

(2) Centres where evening lectures are carried on attended by a mixed audience, including a sprinkling of artisans.

It may be remarked that local committees have found it extremely advantageous to take a repeated course of lectures, given in the day to ladies and in the evening to a mixed audience.

As a reduced fee is charged by the University under such circumstances, the receipts from the sale of day tickets at a high price, has materially helped to meet the expense of the cheap evening course.

The majority of courses in connection with each branch of the work belong to the second sub-group.

The following may be taken as a sketch of a typical centre of this character.

A typical
"Mixed
Centre."

The question of taking up University Extension is raised in the town—an enthusiastic preliminary meeting is held, a guarantee fund formed, and a committee appointed, on which perhaps one or two working men are placed, in the expectation that large numbers will attend the lectures, and a fee of, say 5s., is fixed, with possibly a reduction to 3s. 6d. or 2s. 6d. in certain specified cases. The course begins. There is a large middle-class audience and but few artisans. Educationally the result may be not unsatisfactory, but the committee as well as the guarantors are disappointed by the absence of working people. A second course is tried on some other subject thought to be more interesting to that class, and the fee is reduced, but with no better result. The audience is smaller—there are still fewer artisans—the committee lose heart—the guarantors grumble, and the work may possibly be abandoned. This has happened over and over again. Where is the mistake and what is the remedy?

A careful study of the facts seems to lead to the following conclusions.

Import-
ance of
personal
effort.

In the first place the securing and maintaining of a large audience is, to a great extent, a matter of effective local organization. Mere announcement by posters or advertisements in the local press is not enough. All the experience of past years shews, that the success will be in direct proportion to the personal effort put forth by the committee. If a small band of earnest workers can be formed, prepared to give personal service in the way of canvassing and speaking to individuals, or even if one person will do this thoroughly, there is hardly any limit to the success that may be attained, as examples such as the following show.

At one of a group of four towns in the North of England taking the same course some years ago, the lectures were far less successful than at the other three. The local secretary was a busy solicitor, able to give little time to the work. After two terms' lectures, which were attended by very small audiences, the committee, disheartened and in debt, determined to abandon the movement. They found themselves compelled to call upon the guarantors for the whole sum guaranteed and half as much again, to meet the deficit which had been incurred. One of the students, hearing of the decision of the committee, determined to make an effort to continue the work. He sent out a circular at his own expense

to those likely to take tickets, inviting their help in arranging for another course. The response to this appeal was very small. Not to be beaten he issued a second circular and proceeded to canvass the town personally. For three weeks he had "University Extension" on the brain, according to the testimony of his friends. His efforts were, however, crowned with success, and he obtained the minimum number of names required. A new committee was formed, and the course arranged. His labours began now to tell with increasing effect. Fresh applications for tickets poured in and on the first night of the lecture three hundred tickets had been sold, and the receipts were so large that at the end of the term, after paying all expenses, there was a balance of £60 in hand, and the weakest centre became the strongest in the group.

This is only one out of many such instances that the history of the movement affords.

In the second place it is important to bear in mind that, while an initial course of lectures has usually proved a great success in point of attendance, experience shows that a falling-off must be expected in a second course, especially if it follows immediately upon the first. It is in the second term that the financial strain usually begins. This falling-off is partly due no doubt to the fact, that only a portion of the general audience has the necessary time and energy to continue serious work for six months, but another not less import-

Diminished attendance at a second course.

Reduction
in fee alone
does not
increase
attend-
ance.

ant point is the assumption by the local committee that special personal effort is not necessary in the case of a second course, the first being supposed to advertise the second. This is a mistake, and in particular the idea of enlarging the audiences by merely reducing the fee has proved entirely delusive. It has frequently happened that a committee, in the hope of doubling the audience, has halved the price of tickets, and disaster has followed. The fee should never be lowered unless special efforts are at the same time made, by an efficient canvass and in other ways, to push the sale of tickets.

Subscrip-
tions
readily ob-
tained to
start
lectures.

In the third place the readiness with which subscriptions have been forthcoming to start the lectures at the new centres, has proved that in every town there are numbers of persons sufficiently interested in higher education to make contributions in support of such work, if they can be satisfied that the results justify their support. This financial aid has usually been solicited on the ground that the local committee desired to bring the lectures within reach of working people, and those not able to pay a high fee. If therefore at the end of the term the guarantors are asked for their contribution to meet the deficit and find that the audience has included but few working people, they have a sense that the lectures have been a failure, and often withdraw their support. It is most important, therefore, to learn from the experience of the past what

can fairly be expected in the case of an ordinary course of lectures, in order that expectations, which cannot under the circumstances be realised, should not be raised in the minds of those ready to afford financial help.

It is hardly necessary to point out that it is not alone for artisans that the lectures are needed, great and important as the work is which remains to be done in that direction. It is surely useful and indeed necessary, to provide for the intellectual wants of that large section of the population, which, while it cannot be called poor, is yet unable to pay high fees for educational privileges.

If the committees of the Mixed centres, instead of appealing for funds to establish desultory courses of lectures, in the hope that they will be attended by artisans, would adopt a scheme of continuous study extending over a period of years and appeal for funds for this purpose, there seems little doubt they would receive ample financial help. The special subscriptions which have been obtained at various Affiliated towns to enable the committees to undertake the three years' scheme of study laid down by the University, has proved that funds will be forthcoming if a good scheme of systematic work is laid before the local contributing public.

Turning now to the second group—Artisan centres—at which the attendance has consisted largely or entirely of working people, they are all alike found to present the characteristic feature

Importance of maintaining the Lectures for middle class audiences.

Appeals for funds to secure greater continuity of study.

Characteristic features of Artisan centres.

that the management of the lectures is in the hands of an artisan committee. These include such centres as the colliery and iron-working villages in Northumberland connected with Cambridge, centres in industrial parts of London, under the London Society, and certain co-operative societies in large towns in Lancashire and Yorkshire connected with Oxford. There is also the case of York, mentioned in an earlier chapter, where a special artisan committee was formed to act in concert with the ordinary committee.

At these Artisan centres the charge for tickets for a full course of lectures and classes has usually been a shilling, and the receipts have consequently gone but a small way towards meeting the cost. The balance has been made up by subscriptions from one quarter or another. The co-operative societies have frequently contributed out of their educational funds; the work in Northumberland was supported by subscriptions from coal-owners, from some of the co-operative societies, and from private sources, while the London Society has aided the poorer centres in the metropolis.

Receipts
from sale
of tickets
cannot
cover ex-
penses at
Artisan
centres.

In the case of artisan audiences such as these, it is clear that under no circumstances can the receipts from sale of tickets be made to cover all the expenses. As a working-man said, at one of the Conferences in the North,

The question of bread precedes that of education and in these depressed times the struggle for bread is severe enough. An increase in the fee would mean

less bread to the families of our students, or it would mean a diminished audience. If we can cram the lecture-halls this difficulty will be diminished, still assistance must come from other sources if we are to get on.

He then suggested that the trade societies and co-operative societies should offer assistance, and concluded thus :

We have here a population eager for knowledge, travelling long distances to seek it, in all kinds of weather, over the roughest roads. Our poverty is the chief difficulty. We must struggle as we can, and shew ourselves worthy of outside support. Our elementary schools are now turning out a class who have tasted the tree of knowledge. This class will one day have control of the funds of our trade and co-operative societies, and I have full confidence in the result.

During the years 1883—86 a strenuous attempt was made by the Mining Committee in Northumberland, to induce the Northumberland Miners' Union to support the University Extension Lectures in that district out of the Union funds. The Miners' Union in Northumberland and University Extension.

One of the leading members of the committee, writing in 1883, said :

I cannot help thinking that the scheme is just now passing through a severe crisis. Should the Trades Unionists decide to support the lectures from their funds the scheme will become a national system of education. This question will probably be decided within the next two years. Trade organizations have secured the settlement of trade disputes by conciliatory methods. The energy that used to

be spent in industrial quarrels is now free to be spent in educational work. The elementary schools and the Science and Art classes are preparing the way for higher education. If the Universities do not supply sound education some other kind will be supplied from another source.

Towards the close of 1883 a conference of representatives from all the Northumberland centres, after full consideration of the financial question, determined to enter upon a campaign with a view to getting the rules of the Miners' Union altered, so as to enable the executive body of the Union to support this system of education out of the funds. By the existing rules of the organization money could only be voted out of the Trade Union's funds for the particular purposes specified in the rules, and education was unfortunately not one. An appeal was drawn up by the University Extension Committee, addressed to the members of the Miners' Union, which was circulated in the district. This appeal was commended to the notice of members by the Executive Committee of the Union, who referred to the valuable work which the Extension movement had been doing in their district in diffusing a kind of education amongst their members that would be otherwise unattainable by them.

The Appeal issued by the Extension Committee.

The following extracts from this appeal will be read with interest :

The promoters of the University Extension Scheme beg your pecuniary assistance towards this system of higher education. You are now asked to say whether

the education which has hitherto been the monopoly of the wealthy classes shall be brought within reach of your own class. Will you aid in closing the intellectual gaps which separate the various classes of society and in repelling the charge of ignorance which is ever being hurled against the working classes? You on whose shoulders the drudgery of the world falls; you whose physical energies are taxed to the utmost; you are asked to make possible the cultivation of those moral and intellectual faculties which you in common with all men possess. It need not be said that those are the faculties which raise man above the brute creation, and that it is only by their cultivation that he can enjoy life thoroughly. The works of our great poets, painters and sculptors are still the monopoly of those who are rich enough to purchase a high-class education.

The beauties of external nature are hidden from the working man. Will you aid in making the enjoyment of those pleasures by your class possible? Do you desire that the working man should attain intellectual manhood, and walk through the world without any sense of intellectual infirmity?

Successful as the Scheme has been among the Northumberland miners, the Committee beg to remind you that the necessary funds have been from time to time raised only by the greatest effort. The efforts are too severe to be continued much longer. You have funds at your disposal which cannot be put to a better purpose. The greatest battle in which your class has been engaged is yet to be fought — the battle against intellectual darkness. The attention and consideration which your grievances receive from the public and the legislature depends on the ability with which you can plead your case through the newspapers and on the public platforms. The amount of wages you receive de-

pende on the ability of those who represent you in the arbitration court or on the sliding scale committee. Thus your very wage questions are really educational ones. If you do not want this higher education, surely you will aid in educating the men on whose brains your wages and your position in the estimation of the public and legislature depends.

The legislature has enacted that colliery managers shall pass an examination. It is meet that those on whose skill and watchfulness depends the safety of so many human beings should be fully qualified. But this qualification has handed the position of managers over to those who can afford to purchase a high-class education. An enormous increase of salaries has taken place, raising the cost of production and indirectly lowering wages, while those who ought to be fitted to fill the positions are excluded from them. You ask that overmen and deputy-overmen should pass similar examinations. Do you mean to hand over those positions to men who have only a theoretical acquaintance with the work, men whose want of practical knowledge would really increase the dangers which surround you. Do you mean that another increase in the cost of production shall take place by the handing over of those positions to the educated class, and that the only remaining gate to promotion shall be closed against your own class. To be consistent you must enable men of your own class to fill those positions, and to pass any examination which the legislature shall impose. You can only do this by aiding the work of education which is now going on. The Committee is composed of working men—mostly of your own association. Men who know how hard it is to acquire knowledge without the aid of good teachers. A four-years' acquaintance with the scheme has enabled them to realize how thoroughly it meets the requirements of the working classes. They would

most earnestly urge you to support it from your local funds. Surely you, who owe so much to the struggles and sacrifices of your fathers, will not refuse to aid in a movement which will enable your children to stand on the same level as the children of the rich and educated classes.

Men who could write like this were obviously in earnest, and deserved to be met in every possible way. Meetings were addressed and individuals were canvassed by the miners who had the matter at heart, and a vote of the Union was eventually taken upon the matter. But like so many first attempts, success was not yet, and the proposal to alter the rules in the sense suggested was defeated. It was a severe blow to the more ardent students. The previous success of the lectures and their own personal enthusiasm, no doubt, led them to take a more sanguine view of the prospects than the circumstances justified.

Defeat of
the pro-
posal.

It was, however, a great point gained that a powerful labour organization should have seriously considered so novel a proposal as a change in their rules to enable the trade funds to be applied to the establishment of a system of University education for their own members.

This reverse quenched for the time the hope of being able to extend the lectures in the district or even to maintain them at the same level, because the financial strain of providing £300 or £400 a year in subscriptions was proving too great for the central Committee.

One of the students, writing out of the bitterness of his heart, when it was known that the lectures would be curtailed and possibly abandoned, said :

I feel as if I had been a prominent member of a highly civilised community and a horde of barbarians had broken in and swept everything away before them. That ennobling and inspiring spectacle of so many pitmen listening intently, after a day's work in the pit, to a Cambridge lecturer, may not be seen again for some time. All the generous enthusiasm which working men could display at the prospect of a real connection with the grand old University of Cambridge may not be displayed again. Our class may not again for some time enjoy the company of those who linked us to the outer world and made us share in its joys and sorrows. But have we not been pushing the world along more rapidly than it could go, and is not this the inevitable reaction?

Aid from
outside
sources.

This enthusiasm called forth a response in Cambridge, and a few of the lecturers, who knew the district, determined that an attempt should be made to extend help to Northumberland. An appeal was issued, and a sum of £150 was collected in the University, which was sent to the Mining Committee.

They also received financial aid from the Gilchrist Educational Fund, and the work was maintained on a smaller scale until the unfortunate trade dispute of 1887 led to the disastrous strike which plunged the district for many months into the deepest distress. Many of the best students

left for other parts, and those who remained had little heart when the strike was over to renew the work in the crippled financial position in which they found themselves. Still under these most depressing circumstances the light was kept burning by a few ardent spirits, and the Students' Association at Backworth continued to meet regularly although under considerable difficulty. Without funds and weakened by loss of members, who had left the district during the strike, there seemed little prospect that University Extension work would be resumed. Yet the energy and determination of this little band of working miners—notably Mr Ellis Edwards, the secretary of the Students' Association—accomplished what seemed almost impossible.

Mr Edwards, himself a hard-worked miner in poor health, conceived the idea of holding an Exhibition in the village during the summer, in order to raise money for a course of lectures. He procured a small printing-press, and composed and printed his own bills and circulars. He carried on the correspondence and preliminary arrangements, and organized the exhibition with such success that the committee cleared about £49, and were thus enabled to arrange for another course of lectures. The secretary, writing about the exhibition, said :—

We had in view, besides raising funds, the promotion of what is usually called recreative education, such as carving, modelling, drawing, etc. We knew

that there are many among our fellow workmen who take delight in such work, but who cannot be induced to attend lectures and confine themselves to books and papers. We printed and distributed a leaflet offering prizes in books for the loan of any articles, made by amateurs in their spare time, for show at the Exhibition. A good number came in; most of them were articles of fretwork in wood and brass, usually made up into small cabinets, desks, flower-stand, etc. One miner had the Lord's Prayer cut in a piece of wood. There were two or three violins made by amateurs, and also several models of locomotive engines made of tin plate. One miner had a set of electrical apparatus, consisting of a friction-machine, several Leyden jars, gold-leaf electroscope, Bunsen battery, two induction coils, and a special electromotor, his own invention. There were sketches and drawings in water-colours, and two oil-paintings copied from the Graphic, all by amateurs. We had three stalls for the sale of goods; two of them fancy baskets and other goods supplied by Newcastle tradesmen, who allowed us fifteen per cent. for every article sold. The other stall was for goods which we supplied ourselves by buying draperies at reduced rates and getting our wives, mothers, sisters and friends to work them up into articles of clothing. In addition there were entertainments arranged by the Tyneside Students' Association, who very kindly helped us by giving a concert, a dramatic or magic lantern entertainment, or lecture every night for a fortnight. One night the Newcastle Garrick Club came and acted the trial scene from the 'Merchant of Venice.' We charged threepence for admission to the exhibition and entertainment. We cleared about £49, but out of this gave about £2. 10s. in prizes of books. I ought also to mention that we had many articles lent us for the Exhibition, besides those for which

prizes were given. Visitors were allowed to stay as long as they liked.

This success is a marvellous testimony to the enthusiasm for knowledge, and practical skill in overcoming difficulties of working men, who carried their project through in a way that puts to shame the feeble efforts of many centres in much more favoured districts.

Already arrangements are on foot for another Exhibition on a larger scale.

Surely such efforts as these deserve to receive such financial aid as will enable these earnest students to satisfy their intellectual needs. A portion of the Education Fund in the hands of County Councils could not be more usefully or worthily applied than in establishing on a permanent footing in all great centres of industry a system of teaching such as this, which meets the needs of working people so well.

PEOPLE'S LECTURES.

No expedient has proved so successful as a means of establishing strong and vigorous University Extension centres as the People's Lectures, instituted by the London Society three years ago. The plan is a very simple one.

Short courses of three lectures are given in the largest halls in the selected districts, admission being free by ticket. At the first lecture the University Extension system is brought under the

The
'modus
operandi.'

notice of the audience, and voting-papers are distributed which those prepared to purchase tickets for a full course of Extension lectures, are invited to fill up.

In this way, out of large audiences of 1000 or 1500 people, the earnest students are winnowed, and constitute the nucleus of a centre for full work. These lectures are quite distinct from the University Extension courses. No examinations are held in connection with them, nor are certificates awarded, and they are described under the name of "People's Lectures."

The scheme has proved a great success. Large town-halls like those of Shoreditch, Bermondsey, Stratford, Poplar, Walthamstow and others have been crowded, and, in nearly every case, the short course had been followed by full University Extension work.

Valuable
perma-
nent
results.

In many instances astonishing results have been obtained. At one centre 500 tickets were sold for the full course, and at another (Woolwich) no less than 650. At the latter centre the audience included a large number of workmen at the Woolwich Arsenal, and the high average of 140 papers was received by the lecturer from week to week, while over 100 students obtained certificates on the result of the final examination.

Gilchrist
People's
Lectures
in the
country.

During the past two winters the Gilchrist Trustees have arranged a few similar courses of People's Lectures at different towns in the country, for the express purpose of encouraging the

formation of centres in connection with one or other of the Universities carrying on this work.

These have led to very encouraging results, a number of towns connecting themselves with Oxford, Cambridge or Victoria University.

This idea of short courses as a means of preparing the way for more complete work is not a new one. The University of Cambridge has for many years sanctioned such courses at new centres, but examinations and certificates have always been reserved by the University for the full three months' work.

Short
courses
under the
Cambridge
scheme.

In a report to the Cambridge Syndicate some years ago I mentioned the fact that at the Tyne-side towns the Extension lectures seemed to have quite taken the place of the desultory and miscellaneous lectures, and added :

This is a most interesting circumstance, as illustrating how wise has been the insistence of the University upon full continuous courses of twelve Lectures and Classes. The cases where short courses have been given for the purpose of awakening interest in the movement and giving it greater publicity, are not in any way an infringement of this principle, for no examination is held in connection with such short courses and no certificates are awarded : moreover the short courses have always led to the adoption of the complete system, and the establishment of the work on a firmer basis.

It is clear however from the experience of past years that two elements are invariably present in the audiences. The one consisting of earnest students willing to give time to private reading and home

study, and the other of busy people anxious mainly to be interested and to find in the lectures a recreation. The proportion of these two elements varies at different Centres and at different courses. It is right that the needs of both these classes of people should be met, and the University Extension method furnishes the means by which the two ends are attained at the same time. Those who merely desire intellectual recreation attend the lectures only, while those who are real students are able by means of the classes, the weekly work and the final examination to acquire a valuable mental training and a creditable knowledge of the subject. It is important to keep in mind that two objects more or less distinct thus lie before the Universities and the local Committees. The one is, to awaken and stimulate an interest in Literary and Historical and Scientific studies so as to afford by means of them a recreation to busy people. The other is to supply systematic teaching in these subjects for those who are anxious to make a thorough study of them. The latter has distinctly been the object steadily kept in view by the University. In my report two years ago, I stated that I believed the time has come when the legitimacy of both these objects should be boldly recognised and their attainment provided for. The former should always, however, be a preliminary to the latter. Out of the larger audiences seeking recreation, the real students must be gleaned, and in those Centres where sufficient funds are not forthcoming to carry on full systematic courses in both terms, it would be well if short courses of an attractive kind or series of single lectures were provided by the local Committees in one term with the view of attracting large audiences and so recruiting fresh students for the regular full course in the following term.

The People's Lectures scheme exactly supplies this need without danger of lowering the educational standard of the real Extension work.

The system of short courses has been carried on much more extensively by the sister University of Oxford, and at first certificates were awarded in connection with them. A year ago, however, the Delegacy determined to limit the certificates, as has been done by Cambridge, to full courses of at least twelve lectures.

Short
courses
under the
Oxford
scheme.

There seems little doubt that if some such scheme as the London People's Lectures were boldly established for the whole country, it would, as in the case of London, prove a most valuable means of establishing University Extension in new centres.

Furthermore, at Centres which have been in existence many years a difficulty is constantly found in making the movement known in such a way as to secure fresh students from term to term. The ordinary means of advertising fail to reach far enough, and no more effective and successful means of reviving interest could be devised than a short course given in the largest hall of the town, admission being either free by ticket or by payment of a penny a lecture.

CHAPTER VI.

CONSOLIDATION OF THE WORK.

District
Associa-
tions.

OF recent years an increasing tendency to organization has shown itself, and in several districts an association of federated centres has been formed for the purpose of mutual help and co-operation. The main purpose of such associations has hitherto been to group the centres so as to secure the best choice of lecturers and reduce the proportional expense to each centre by providing full work for the lecturer engaged.

The associations have also contemplated the extension of the movement, by aiding the formation of new centres and by carrying on subsidiary work in villages and rural districts. They are however at present very loosely organized, and the business has hitherto been transacted by means of annual conferences of delegates from the various centres. It is clear that each District Association will need to appoint an executive council upon whom the active work should fall. There can be little doubt that such an association, through a strong executive body, might exercise

a most important educational influence, by encouraging the adoption of definite schemes of study in the district. It would in many cases be possible to group centres within easy reach of one another, in such a way as to provide the opportunity of a systematic course of work extending over a period of years, for the more earnest students. Thus there would gradually grow up in different districts all over England a definite and organized educational system—a floating college as it were, at the head of which a senior lecturer would naturally be placed with a suitable salary and status.

Professor Stuart, in his address to the Co-operative Congress in 1879, after describing University Extension Lectures, sketched an ideal of this kind. He said,

A floating
College—the
ideal.

I see before me a great extension of this scheme. I see a Central Board to which a number of Co-operative Societies, spread all over the country, are contributors—one of them taking one lecturer for a single term each year, another one lecturer for two or three terms, a third and larger society taking several lecturers together or in succession, and that Board thereby enabled to keep engaged a staff of able teachers, whom it would assure of a sufficient salary owing to the combination of societies, and whom it could tell off each term to the several societies, arranging their circuits so that a due succession of subjects could be supplied in fit order. Nay! I see more. I see that body having attained such permanency that it becomes what we may call a floating yet permanent Co-operative University, and, accepted by the ancient

Universities as a younger sister, it becomes an affiliated institution sending up her most promising youth to complete in advantageous circumstances a career at Oxford or Cambridge, and thus those ancient and venerable institutions joining hands with one another and with you in preparing our people for a fairer future.

THE LONDON SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING.

An approach to the ideal.

By good fortune it is possible to point to one body which approaches the ideal of such a Floating College, namely, the London Society for the Extension of University Teaching. A study of the constitution and work of the Society should therefore furnish valuable hints for the further development of these organizations in the country.

Soon after the inauguration of University Extension by Cambridge, a movement was set on foot to extend the system to the Metropolis. As London, however, possessed no teaching university, a difficulty presented itself. The first idea seems to have been to invite the University of Cambridge to establish its work in the Metropolis, but further consideration decided the promoters to form a voluntary association—the London Society for the Extension of University Teaching. Its foundation dates from the public meeting held at the Mansion House on the 10th of June, 1875, under the presidency of the then Lord Mayor, when the following resolution, moved by Mr Goschen, seconded by

Lord Lyttelton, and supported by Dr Carpenter and Lord Hampton, was carried:—

That the principle of the Cambridge University Extension Scheme be applied to London, and that the various Educational Institutions of the Metropolis be requested to co-operate in an endeavour so to apply it.

The founders were fortunately successful in establishing that connection and co-operation between the various bodies concerned in education, shadowed forth in the resolution. The leading educational institutions in London, including University and King's Colleges, manifested their goodwill to the movement by acceding to the request of the Provisional Committee to appoint representatives on the Council of the Society. Two years ago, the representative element was strengthened by the admission of nominees of the Conference of local secretaries. Furthermore the Universities of Oxford, Cambridge and London, consented to appoint three members each, to form a Universities' Joint Board, who should nominate lecturers and examiners, and undertake (in conjunction with the Council) the general supervision of the teaching.

The existence of this Board, in addition to giving University status to the work, has secured for the London Society the advantage of a wide choice of lecturers, and a close connection with both the old Universities without the disadvantages of undesirable competition.

Develop-
ment of
the So-
ciety.

It will be seen that this Society in its conception differed somewhat from the District Associations already alluded to. They belong to an *advanced stage* of development of the work; the London Society was founded to *begin* the work within a particular area. The history of the progress of the Society however shows, that it has adjusted itself to the needs arising from the growth and expansion of the work, and has now taken the character of a typical district association of the College type, to which is added, by the existence of the Universities' Joint Board, the character and status of a central University Authority.

The earliest courses in London were arranged at permanent institutions, such as the London Institution and the City of London College, but the smallness of the audiences clearly proved that this was not the direction in which the hopes of the Society could best be realized. The subsequent formation of special committees in central and suburban districts, arranging for courses of lectures in local halls, immediately led to a marked improvement in the numbers attending and the character of the work done.

Establish-
ment of
special
central
courses.

As year after year passed by, and the lectures became established at different centres, the Society found itself impelled to provide for the needs of its advanced students. Special courses were clearly necessary in some central place. Here, then, beyond question, was the opportunity for a closer relationship with the permanent institutions. If

in some central institution adequate provision were made for students, who had begun their work at local centres, to complete a systematic curriculum of study, a serious gap in the system would be filled up.

Two years ago the Society, by the kindness of the Gresham Committee in placing at their disposal the lecture theatre at Gresham College, were enabled to establish central courses for students from the various local centres, and thus to increase the efficiency of the work. Two or three central courses have been arranged each term in definite sequence and the lines of a system of continuous study are being laid down. In the reports of the Council, attention has frequently been drawn to the improvement in the quality of the work done by the students in recent years. The institution by the Universities' Board of the Sessional Certificate and the Certificate of Continuous Study has given something of form and direction to this effort after greater continuity, and an ideal of systematic work has been held up before the students.

One of the pressing needs, making itself felt wherever the Extension movement has taken root, has been that of some means of keeping students together and encouraging private work during the six months from Easter to Michaelmas. In the country the Students' Associations, to which reference has been made in an earlier chapter, have helped to bridge over this interval. In London, Summer classes.

A full
session's
work.

a more definite and sustained attempt has been made by the arrangement of supplementary summer classes to enable students to qualify for the Sessional Certificate. This certificate is awarded for nine months' work, consisting of two consecutive courses of lectures in the winter upon the same subject followed by a supplementary class in the summer. The student is required to satisfy the lecturer in the weekly work and to pass the final examination in connection with the winter courses. In the supplementary classes, which consist of at least five fortnightly meetings, the lecturer lays down a course of reading and study to be followed by the student, with paper work to be done for him. In subjects admitting of practical treatment, such as the Natural Sciences, Architecture, Art, etc., the supplementary classes may take the form of practical demonstrations, such as have been given in Greek Art at the British Museum, or field classes like those in Botany. In previous years, microscopic work in Botany and Physiology was attempted with such meagre facilities as were at the command of the centres. In the session 1889—1890, sixteen courses extended over two terms, and eight of them were supplemented by summer classes for further study. Thus one subject was systematically studied for nine months. This result is distinctly traceable to the establishment of the Sessional Certificate, and there can be little doubt that the offer of some inducement to

continuous work by the central authority is essential to educational efficiency.

A further step of importance in this direction is about to be taken. The two London Colleges, University and King's, through their representatives on the Council of the London Society, have offered to arrange practical classes in their laboratories for Extension students, with the view of providing facilities for practical work which have hitherto been wanting. A similar spirit of readiness to aid in the development of this important movement has been shown by other bodies in the Metropolis. This aid, valuable as it is, can necessarily only be temporary. The laboratory accommodation of the two Colleges is heavily taxed to meet the requirements of the day students. It is difficult, if not impossible, to use the same laboratory for two sets of workers, one in the day, the other in the evening. Furthermore, the hard-worked staff of Professors and Lecturers, fully employed during the day, cannot advantageously undertake evening work in addition. It is clear, in order adequately to meet the needs of the Metropolis in this respect, that a great central College for evening students is needed taking rank and status with University and King's Colleges and united with them to form the nucleus of the Teaching University of London.

Central
practical
classes for
laboratory
work.

THE AFFILIATION SCHEME.

The lead, however, in the consolidation and systematization of the work was taken by the University of Cambridge. Under the powers conferred by a new Statute obtained in 1886, the University determined to extend to local centres under special conditions the privileges of Affiliation, up to that time enjoyed only by local colleges.

Conditions
of Affili-
ation.

The local committee of a centre desiring to be Affiliated is required to satisfy the Syndicate that there is a body of earnest students prepared to undertake a three years' course of study, and further that the financial resources of the centre are equal to the strain of such continuous work. The course of study laid down by the University consists of six courses arranged in sequence, from one or other of the following main groups, viz. (A) Natural, Physical, and Mathematical Science. (B) History, Political Economy, Mental Science, Literature, Art—and two courses from the other group; so that a student desiring the privileges of Affiliation is required to attend eight courses of twelve lectures and classes each, to do regular work for the lecturer during the term, and pass the examination at the conclusion of each course. In addition to this an examination must at some time be passed in Elementary Mathematics and in Latin and one other language. Certain certificates are accepted by the University in lieu

of this examination, which is merely intended to satisfy the Syndicate of ordinary preliminary knowledge on the part of the student.

Students who have successfully completed this course of work are entitled to the following privileges. They may style themselves "Students Affiliated to the University of Cambridge," and if they enter the University they are excused the "Previous" or "Little Go" examination, and a year's residence is remitted, so that they immediately rank as second year students, and may take an honours degree at the end of two, instead of three, years. It was not expected by the University or by local committees that many students would ever be able to avail themselves of this privilege of a shortened term of residence (if indeed it be a privilege), because the students who attend the University Extension lectures are, as a rule, persons engaged in business occupations who could not expect ever to reside for two years in a University town.

The importance of the step lay in the fact that the University deliberately placed its stamp upon the work done at local centres. It afforded the strongest proof, and one which would be intelligible to all, that the University had satisfied itself of the thoroughness and efficiency of the University Extension method of teaching. It finally settled the question affirmatively whether it was possible to give to evening students an education and training worthy of University recog-

Privileges
of Affili-
ation.

The im-
portance
of Affili-
ation.

dition. It made the real starting point of a new type of University career.

The view taken of this step in the country was well put by a Newcastle student at the time of the Affiliation of that town, which was the first admitted under the new scheme.

Frankly (he said) we do not lay much stress upon the title, nor do we think it probable that many students will be able to take the two years at Cambridge. It will doubtless be a great boon to teachers and those in easy circumstances. But what we do consider of importance is this, that now the ordinary work-a-day people of our city have the opportunity afforded them of three years' consecutive study under competent teachers for a trifling expenditure. The Cambridge Syndicate does well to discourage unwholesome rivalry amongst its students and to so arrange its method of teaching as to avoid the system of cramming.

At the conference of representatives from local committees held at Cambridge in the summer of 1890 a very valuable and instructive discussion on the Affiliation Scheme took place. Some of the difficulties in its working were freely criticised. In particular, the insistence upon the preliminary examination in languages was described as a stumbling-block in the way of some of the older students. Not that they were unprepared to do the work, but that they felt the time spent in acquiring the mere rudiments of Latin or Greek might be more profitably used in carrying their own special subject of study to a more advanced

stage. Very strong testimony was given to the stimulating effect of the Affiliation Scheme upon the centres where it had been adopted. At Newcastle, the committee had expected to lose about a third of their audiences when the centre became affiliated, owing to the more systematic character of the work. Instead however of a reduction of 30 per cent., the numbers had actually increased by 12 per cent., while the really earnest students had doubled in number since the beginning of the systematic work.

Influence of Affiliation on the local work.

The University in 1890 took a second step of great importance in the direction of increasing the opportunities for efficient work by arranging special classes at Cambridge for Extension students during the month of August. These included practical work in the Chemical and Physical Laboratories on alternate mornings, a practical class on Palæontology for geological students, and courses on Greek Art, Architecture, and other branches that could be illustrated by the collections in the University Museums. Forty-one students came into residence in August, and the results were sufficiently satisfactory to lead the Syndicate to contemplate arrangements on a more extensive scale during the following year.

Summer classes at Cambridge.

This fresh step was in reality only the following up of informal experiments in the same direction which had been made twice during the past six years. In the summer of 1884, two miners, students at centres in Northumberland,

How the idea was suggested.

were spending three days at Cambridge, on a visit to one of the lecturers. As the visitors were conducted by their host through the beautiful library of Trinity College, and the spell of its beauty was upon them—"Oh! that it were possible," said one, "for some of our students to come up for a short time to work in Cambridge and see all this for themselves."

The idea laid hold of the party. Why should it not be done? They were presently at tea in Prof. Stuart's rooms. The subject which filled their minds was soon mentioned and was discussed in detail by the company gathered there. It was agreed that small scholarships of £10 would suffice to defray the whole expense of a month's residence at Cambridge and cover travelling expenses.

The Glad-
stone
Scholar-
ship.

Two days later, a letter came from Miss Gladstone, who had been present, offering on behalf of her father, a scholarship of £10 to enable a student from the Mining District to spend a month during the summer at Cambridge. This offer was joyfully accepted. Much enthusiasm was evoked, and three other scholarships of equal amount were subscribed on Tyneside, to take four students, two men and two women, to Cambridge.

Arrangements were made in the following summer for two practical classes, one in Physiology, the other in Geology (Palæontology), both being subjects upon which courses had been given

in Northumberland the previous winter. The four students spent their month at Cambridge, and did excellent work. They carried back to their homes glowing accounts of the reception they had met with in the University.

Two years later the experiment was repeated, two scholarships being presented by Professor Marshall. The results were again highly satisfactory; and finally, in 1890, the University determined to incorporate the plan of summer classes at Cambridge into the University Extension system. The intention of the Syndicate has been to afford to students the opportunity of supplementing the theoretical work done at the centres by practical teaching in the laboratories and museums.

The sister University of Oxford arranged a summer meeting in 1888, two years earlier than Cambridge, and on a very much larger scale. The design of the Oxford Delegates has been somewhat different from that of the Cambridge Syndicate. While only forty-one students assembled at Cambridge, the number of persons who attended the Oxford gatherings has been about 900, for whom a large number of short courses of lectures on a variety of subjects together with conferences, excursions, and social gatherings were held.

Looked at from without, the two gatherings do not appear very dissimilar in any important respect, except that of magnitude. But a study of the origin and method of the two shows a

The Oxford
summer
meeting.

difference which is more or less characteristic of the schemes of the two Universities.

Oxford welcomes all who care to come to her summer gathering, irrespective of particular educational qualifications, and whether University Extension students or not. The courses of lectures are of general interest, and designed to meet the most varied tastes.

The plan of Cambridge, on the other hand, is to limit her invitation to those more earnest students who, having obtained certificates in connection with the courses of lectures during the winter, desire to supplement their theoretical knowledge by practical work in the laboratories and museums.

The Cambridge summer classes appeal to the few, and their purpose is to add to the educational value of the work. Oxford touches the many, and tends to extend more widely the influence of the University.

In 1889 and succeeding years, the Oxford Meeting was divided into two parts, the first lasting ten days and the second, intended for the more earnest students, three weeks. The courses in Part II. were fewer in number and longer and the work was altogether more systematic. In 1889, 150 students remained for Part II.

In his address to the London students in 1887 Mr John Morley said :

It is true that we cannot bring to London with

this movement the indefinable charm that haunts the gray and venerable quadrangles of Oxford and Cambridge. We cannot take you into the stately halls, the silent and venerable libraries, the solemn chapels, the studious old-world gardens. We cannot surround you with all those elevated memorials and sanctifying associations of scholars and poets, of saints and sages, that march in glorious procession through the ages, and make of Oxford and Cambridge a dream of music for the inward ear, and of delight for the contemplative eye. We cannot bring all that to you; but I hope, and I believe, it is the object of those who are more intimately connected with the society than I have been, that every partaker of the benefits of this society will feel himself and herself in living connection with those two famous centres, and feel conscious of the links that bind the modern to the older England.

A solution of the problem however not contemplated at that time is now presented. These summer gatherings are bringing the Universities face to face with their distant sons and daughters, and are giving a reality to the relationship which cannot fail to be a source of inspiration and strength. Much yet remains to be done, but the lines of progress seem to be laid down, and none can tell to what degree of strength and usefulness this movement, drawing more closely the bonds between the national universities and the people, may not grow.

CHAPTER VII.

SUMMARY OF RESULTS.

The Memorials received in 1872.

REFERENCE has several times been made in the earlier pages to the memorials received by the Senate of the University of Cambridge during the year 1872 which determined that body to make the experiment that grew into the University Extension system. It will be interesting now to consider what the ideals and methods were which the Memorialists urged upon the University, and how far the eighteen years' experience has fulfilled or modified the conceptions put forward by them. The Syndicate which was appointed early in 1873 to deal with the matter, presented a detailed report, which concluded with the recommendation,

that the Syndicate be empowered to make the experiment of organising courses of lectures at a limited number of centres, and to make provision for holding such examinations as they might consider expedient on condition that the requisite funds were guaranteed by the local authorities.

The memorials emanated from a number of bodies including Women's Educational Associa-

tions, the Educational Committees of Industrial Co-operative Societies, and Mechanics' Institutes, while Leeds, Birmingham, and certain other large towns, approached the University through their Mayors and leading inhabitants. It is noteworthy that the appeal of all alike was for University Teaching, and only in one instance was any point made of an extension of facilities for examination. As a rule, examinations were referred to merely as an adjunct to teaching. "We wish to state clearly," said the memorial from Crewe, The Crewe Memorial. "that we are not wishing for more examinations, but for a better teaching and educating power."

The Nottingham memorial referred to the attempt that had been made in that town to institute popular lectures for working men, and dwelt upon the great difficulty that arose in carrying out any definite plan. It was felt (said the Memorialists) that The Nottingham Memorial.

men who could attract and really teach working men must be thorough masters of their subject, and able not only to lecture, but also to discuss questions raised in the class. This became obvious on considering the general advance in elementary education, the native intelligence of the artisans of the locality and the continual discussion of political and social questions among them. To overcome this difficulty, it was suggested that an appeal should be made to the Universities, and that, as the great bulk of the youth of the nation cannot go to them, the Universities should be solicited to send out teachers, whom they had trained and equipped for this service to the nation.

They appealed to the University to

appoint lecturers of proved eminence and skill who may conduct evening classes for working men in our towns, and also at other times give regular instruction by lectures to the more educated in the same localities, so as to spread the advantages of university education throughout the country to all ranks, and should make arrangements with the various towns soliciting its aid, so as to divide them into such circuits as would engage the full time of a lecturer and afford him adequate remuneration.

Memorial
of the
North of
England
Council.

The memorial from the North of England Council for the Education of Women, spoke of the special lectures organized by that Association which had been attended on the one hand by ladies who had left school, and on the other by governesses, schoolmistresses, and those engaged in or intending to engage in teaching, who were enabled by means of those lectures to acquire a higher kind of instruction than had hitherto been open to them, and the memorial went on to speak of the good effect, already observed, on schools, of the work which had been done in this way.

The Leeds
Memorial.

The Leeds Memorial dwelt specially on the needs of young men of the middle classes, and pointed out that the time devoted to the acquisition of technical knowledge during the first years of professional and business life in most cases allowed leisure for the continuance of general culture. They urged that many youths would gladly avail themselves of facilities for keeping up and extending the knowledge acquired at

school, but that none such existed. There was no doubt some unguided and desultory reading, which few however had the perseverance to continue, or the ability to make profitable.

The importance of systematic and continuous work was clearly apprehended by the majority of the memorialists. From Birmingham came a strong expression of opinion

The Birmingham Memorial.

that the best teaching would fail ever to attract students in large numbers or to give stability to this movement in their behalf unless accompanied by (1) a programme of a course of study, (2) periodical examinations conducted by University Authority, and (3) the conferring of some degree on those who succeeded in passing the examinations.

Another of the memorials urged in like manner that the University

should publish a scheme prescribing a two or three years' course of study in various subjects with an examination at the end for those students who wished it, and that it would put the scheme into practice by appointing men to reside and teach in any place where the expenses were guaranteed.

It is further most interesting to note that the memorials which referred to classes that had been already established by various bodies by way of experiment, and which lacked systematization, looked to the University to systematize the work, and give it that continuity which would greatly increase its educational value.

As further shewing how sound were the views

Import-
ance of a
special
staff of
teachers.

taken by the various memorials of the needs of the country and the methods by which they should be met it is worth noting that one body expressed its belief that if the work sketched out was to be effectively done, a special staff of teachers should be set apart for the purpose. They pointed out that while in many towns there were graduates of distinction who might be available for such work, in particular the professors and masters of the Colleges and Schools in the great towns of the country, yet their time was so occupied and their energies tasked by their daily work as to preclude them, as a rule, from taking an active part in the instruction of this new class of students.

The appeal
an out-
come of
the neces-
sities of
the time.

It is impossible to read these memorials without feeling that the appeal which was made to the University had its root in the conditions and necessities of the time. It bears on the face of it unmistakeable signs of being a national and spontaneous movement. We see now that it implied much more than any of the memorialists seemed to have contemplated or realized. It clearly meant the establishment eventually of a new type of University system. After many years of tentative and experimental work on the lines suggested by the memorialists, public opinion is slowly ripening and the idea of a real University career for those engaged in the regular business of life side by side with their daily occupation, is becoming a practical question that

may be settled without serious difficulty, as soon as its urgency is fully realized.

Comparing then the aspirations of the Memorialists with the results of the eighteen years University Extension work it is clear (1) that the Crewe Memorialists were right in pressing the question of teaching rather than examination, (2) that the Birmingham Memorialists were right in urging the importance of laying down a programme of study with definite University recognition for those who carried it out, and in urging further that a special staff of teachers was indispensable if the work was to be carried on satisfactorily, (3) and that all the memorialists who had tried the experiment of holding classes, were right in believing that the only body able to secure system and continuity in the work was a University.

Soundness
of the
views of
the Memo-
rialists.

Experience has everywhere shown that unless some prized University recognition is offered to those students who carry out a continuous course of study, it is difficult on the one hand to induce local committees to arrange their courses in educational sequence, and on the other, to stimulate students to follow out the systematic curriculum of study laid down for them. The establishment by the University of Cambridge of the Affiliation Scheme in 1886, under which definite University privileges are conferred upon students who undertake an approved three years' course of study, has secured such a measure of continuity and system

Beneficial
influence
of Univer-
sity recog-
nition on
the work.

in the work as proved unattainable without such University recognition.

The representatives of the London Society for the Extension of University Teaching, who gave evidence before the Royal Commission on the University for London in 1888, pointed out the special difficulty of securing continuity in the study of Extension students in London, owing to the absence of University recognition, and urged the importance of securing that such work should form a part of the system of the Teaching University, if one were established.

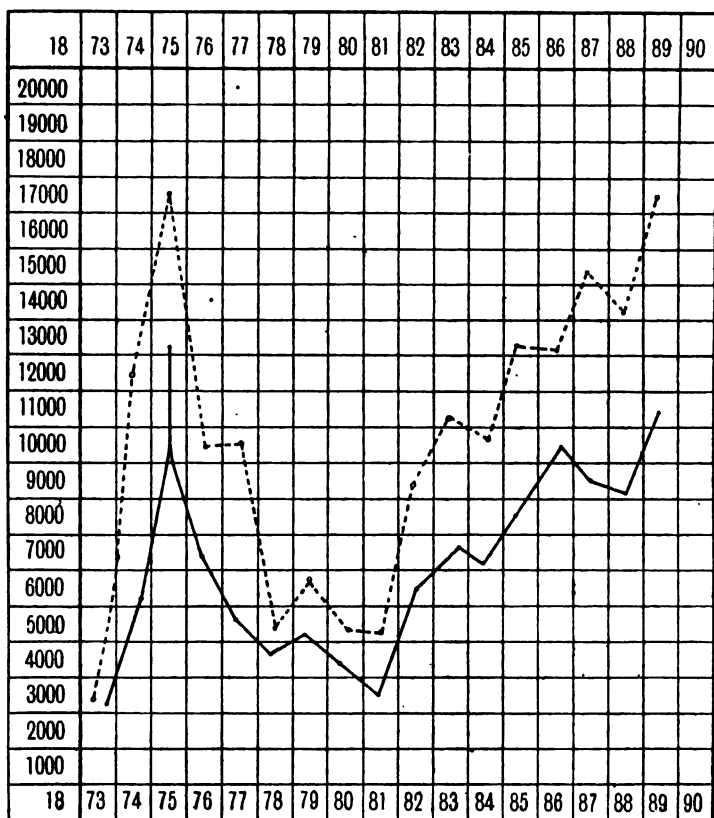
TWO CLASSES OF RESULTS.

There are two classes of results, the direct and the indirect, which have to be dealt with in considering the history of any movement.

The record of the direct results of the University Extension Movement is to be found in the statistics of attendances at lectures, and successes in examinations reported from year to year by the various branches. The indirect results are to be sought for in that change and ripening of public opinion that places the whole community in a different mental attitude with regard to higher education, and makes some new and more comprehensive type of University system possible. We will deal first with the direct results.

CAMBRIDGE UNIVERSITY EXTENSION LECTURES.

PROGRESS OF THE WORK.



— signifies average attendance at Lectures.
 " number of students Examined.

CAMBRIDGE.

CURVE OF PROGRESS.

The curve diagram on the opposite page represents in a graphic form the progress of the Cambridge University Extension work. The meaning of the curve of attendance will be obvious. The figures at the top or bottom give the year, and those on the left give the total of attendances. In interpreting the curve of examination totals the final nought must be struck off from the figures. It will be seen that the curve of attendances rises rapidly to 1875, and falls to 1881; then again rises and with small oscillations continues steadily upwards. To what are we to attribute the fall between 1875 and 1881? In the first place no doubt the novelty of a new movement was to some extent wearing away. Some of the seed had fallen in stony places, sprung up rapidly and the withering had begun.

A comparative study of the earlier statistics given in Appendix I. p. 130 will show some of the weak elements in the scheme which led to its decline. It will be seen that in the early years, the proportion of courses to centres was large. Three courses were at first given concurrently in different subjects; even in the third year of the movement the average was nearly two courses

Causes of
the fall in
the curve.

1. Too
much at-
tempted.

at each centre. In later years instead of concurrent courses on different subjects, a repeated course at a reduced fee has been taken by an increasing number of centres, i.e. the same course given in the afternoon and evening to different audiences. It seems clear that the strain of carrying on two or more courses on different subjects was more than could be borne, under ordinary circumstances, by the local committees.

There was another point of much the same character. In the early years all the centres had courses extending over two terms, and this appears to have been the burden under which many of the early centres succumbed.

2. Falling-off in attendance in second term.

The uniform experience of past years has shown that a falling-off in the second of two consecutive terms' work is inevitable. If local committees are prepared for this, and have fortified themselves against disaster by a guarantee or subscription fund, as was done in the case of the affiliated centres, no discouragement ensues and the more excellent educational results which flow from the double course compensates for the decline in the attendance. If however committees, as was so often the case in the early days, expect the attendance to be maintained or even increased in the second term, great discouragement is occasioned by the falling-off which is sure to occur. Since 1881 the local committees of the weaker centres have not been pressed to take more than one course, and occasionally they have been ad-

vised to suspend the lectures for a year when the interest has seemed to flag. By this means the work has been kept alive at centres where it would have had to be abandoned entirely had the committee attempted too much. Even at the strong centres, affiliated to the University, one only, Newcastle-on-Tyne, has found it possible to carry on two series of courses concurrently, one in Science, and the other in History or Literature. The success of the seven affiliated centres does however prove beyond question that a single series of courses in educational sequence can be maintained without serious diminution in the numbers attending, and certainly with vastly improved educational results. In these cases however a special local subscription fund was raised for the purpose of maintaining the educational sequence.

There is still however another reason that must not be overlooked in considering the causes that depressed the curve towards the close of the seventies. In the decade 1870-80 several local Colleges had sprung into existence, and at those towns the University Extension work was absorbed into the work of the College. Thus the establishment of University College Nottingham, Firth College Sheffield, University College Cardiff, and the addition of a Literature Department to the Yorkshire College of Science, all tended to decrease the statistical results of the University Extension movement in those years.

Progressive improvement in quality of work.

Turning now to the curve representing number examined, it is seen to have advanced not merely *pari passu* with the curve of attendance but to have risen more rapidly, representing an improvement in the educational value of the work as time went on. Examiners have frequently remarked upon the higher standard reached at old centres than at new centres, and there can be little doubt that even where there is no definite sequence in the subjects of the lectures, the students who attend regularly term after term do obtain a really valuable mental training, which cultivates the power of mastering new subjects, and greatly strengthens their intellectual grasp.

At centres which have attempted an educational sequence this is still more marked, and the results of the first three years of the Affiliation Scheme are in every way encouraging.

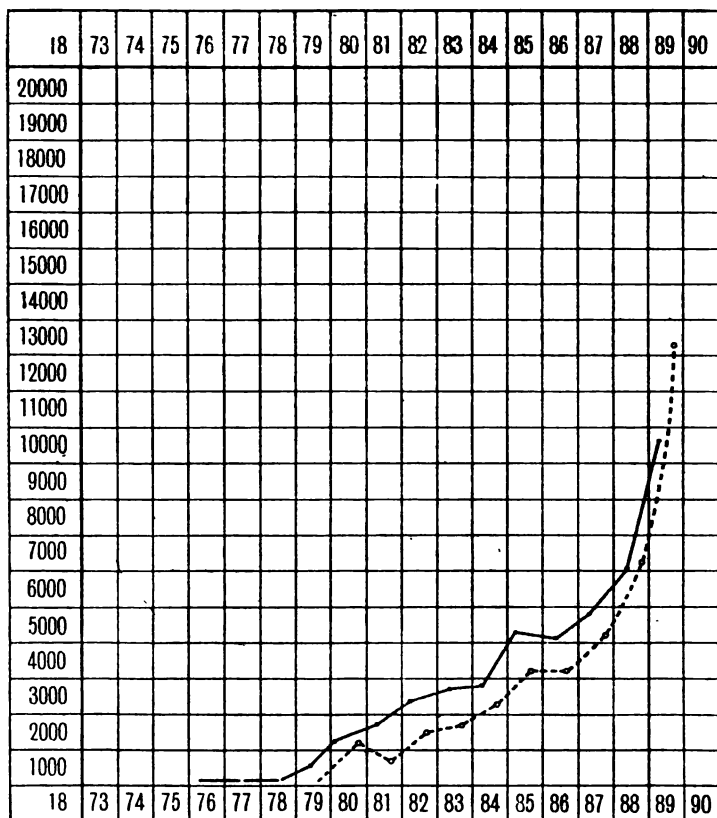
Special characteristic of University Extension examinations.

One point calls for remark, because it is frequently misunderstood, namely, the very large proportion of candidates entering for examination who pass and obtain certificates. This proportion is about 95 per cent. It is due to the fact that only the best students are admitted to the examination, the weak candidates being weeded out by the lecturer beforehand. The rule is that only those who have done such satisfactory work from week to week as would qualify them for a certificate are permitted to enter for the final examination, so that if the lecturer has exercised



LONDON SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING.

PROGRESS OF THE WORK.



— signifies number of entries for the Courses.
 " number of Certificates awarded.

his right of veto with discrimination all who enter should pass. Thus the University Extension examination differs in one important respect from every other examination; it is not the only test, but one of two tests of merit.

Mr R. G. Moulton has well pointed out that the true way "to raise the standard" is not to increase the difficulty of passing at the end (that is, increase the chance of failure), but to increase the effectiveness of teaching and the inclination to learn at all points of the course (that is, to increase the chance of success). In this way the University Extension System tends distinctly to raise the standard of examination. It is noteworthy, as was previously pointed out, that, contrary to general expectation, when the Affiliation Scheme was adopted, the net result of the higher standard of work has been to increase the number of earnest students. The testimony of Mr Howson of Newcastle on this point at the Cambridge Conference was conclusive, and the results at Exeter have been quite as marked.

LONDON.

CURVE OF PROGRESS.

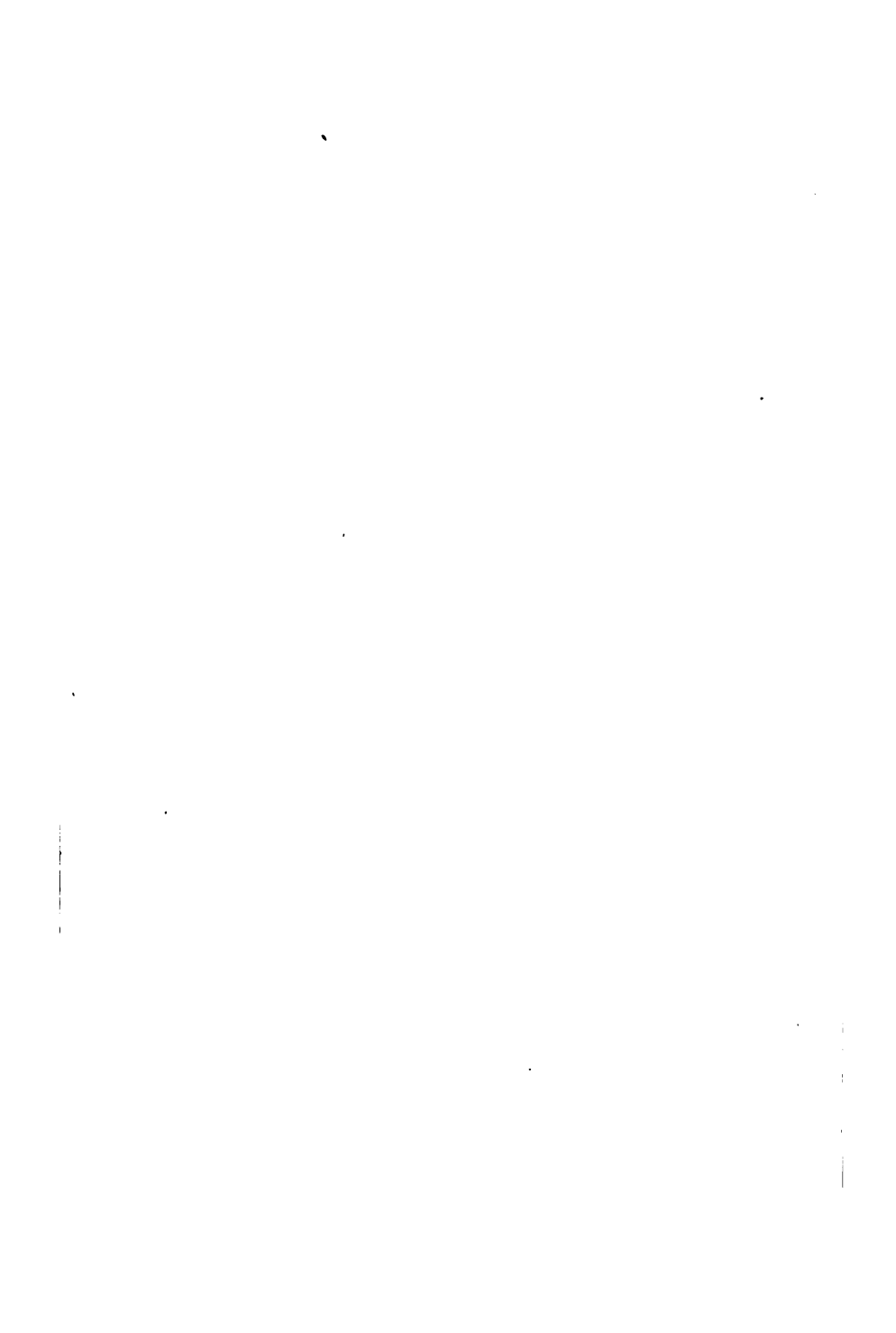
The curve in this case contrasts curiously in certain ways with the Cambridge curve. There is no decline at any point but a steady rise from the beginning without serious break. The detailed figures are given in Appendix II, p. 132, and

it will be noticed that not only has the total of the attendances been steadily rising, but also the average attendance at each course. In the first years the average attendance per course was between 30 and 40, in 1889 it was over 100.

Rapid rise
since 1887
due to the
People's
Lectures.

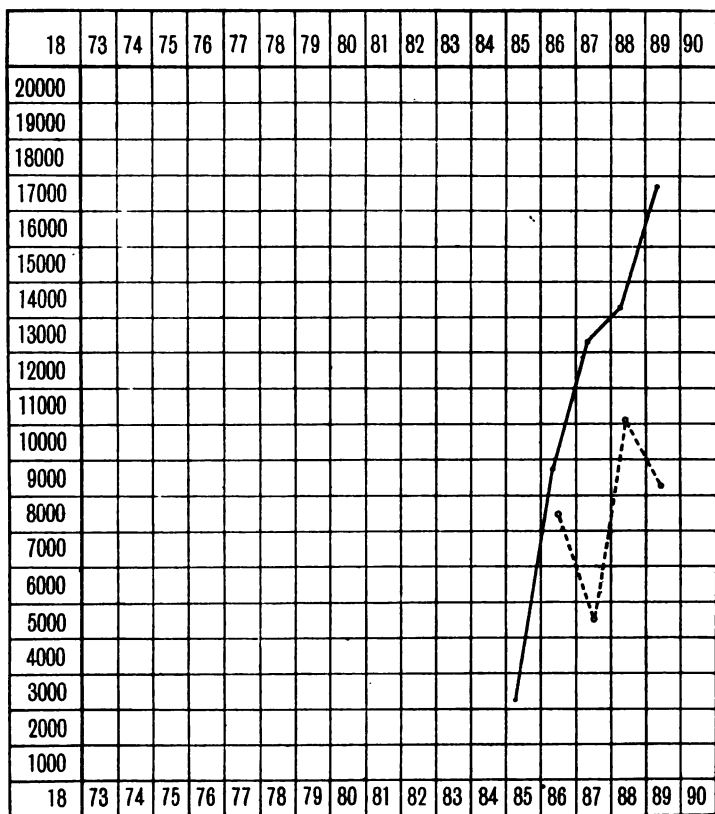
The most striking fact is however the very rapid rise since 1887. The three years 1885-1887, show nearly the same total, then comes a marked advance of 50 per cent. which was maintained in 1889, so that the total in two years was nearly doubled. Last year, 1890, the total rose to nearly 13,000. It will naturally be asked whether any reason can be assigned for this remarkable progress. Fortunately it is possible in this case to specify one of the chief causes to which it is attributable. In 1887 it was determined to establish the People's Lectures Scheme to prepare the way for full University Extension work. Eight or ten short courses of three lectures were arranged each session in the largest halls in different localities. The Extension Scheme was brought under the notice of large audiences of 800 or 1000, who attended these lectures, and the names of persons prepared to take tickets for a full course were obtained. In this way a number of successful centres have been established in London, and the rapid progress of the last three years is in the main due to this cause.

Not only, however, was it possible to establish new centres in this way, but the attendances have been much larger than had ever been



OXFORD UNIVERSITY EXTENSION LECTURES.

PROGRESS OF THE WORK.



— signifies average attendance at Lectures.
 „ number of Certificates awarded.

obtained before. The People's Lectures afforded an unsurpassed opportunity for giving wide publicity to the aims and objects of the Extension movement and of effectively introducing the full course that followed, thus meeting one of the most serious difficulties that local organizers have to cope with, viz. that of effectively making the Lectures known in any district.

Again, as in the case of Cambridge, the curve showing number of Certificates awarded has risen more rapidly than the attendance curve. Especially has that been so in the last two or three years. In addition to the causes mentioned in dealing with the Cambridge work, there can be no doubt that the offer of the Sessional Certificate has acted as an incitement to students to continue their study for at least two terms.

OXFORD.

CURVE OF PROGRESS.

Although the University of Oxford first adopted the principle of University Extension in 1878 its active work has only extended over five years. The curve presents two striking features. First the remarkably rapid rise in the total of attendances and the curious fall in the total of examination results in 1887 and 1889. It will be noticed also that the proportion of candidates examined is very much smaller than in the case of Cam-

bridge and London. The rapid rise of the curve of attendance in the early years reproduces again the character of the Cambridge curve. There is however one essential difference between the Oxford and the Cambridge work represented by these two curves. While the Cambridge courses are of twelve lectures, the majority of the Oxford courses have been of six lectures. For example, in 1889-90 out of a total of 148 courses 113 were 6 lectures, 24 were 7 or 8 lectures, and 11 only were 10 or 12. (See Appendix IV.)

The character of the curve of examination results is not at all what might have been expected. It would have been natural to suppose that a larger number of students would have been prepared to take the examination on a short course of six lectures than on a long course of twelve, but the results prove the opposite to be the case. The longer and more continuous the period of study the more ready are students to submit to examination.

The success of the Oxford short courses, however, as well as of the People's Lectures in London, show clearly that an important and valuable work may be done by their means in preparing the way for more extended and complete work to follow. The Oxford Delegates have urged upon their centres that these short courses should be made stepping-stones to more complete work of twelve or more lectures, and there are already signs of advance in this direction.

POSITION OF LECTURERS.

The eighteen years' experience has shown two defects in what may be called the machinery of the system. The first is the absence of any means of training new lecturers, and the second, the want of permanence as regards salary with improvement in status, to which senior lecturers may look forward after a period of service. These points have been frequently dwelt upon in reports to the Syndicate, and as the work has grown the need has been more deeply felt.

Special qualifications are needed to make a successful University Extension lecturer. He should be able to speak fluently in public, and have the power of putting the principles of his subject clearly and attractively before his audience. He must also be a man of tact and sympathy, and should possess the art of conducting a class so as to induce the students to ask questions freely and put their difficulties to him. These qualities can obviously but rarely be found in untrained lecturers, and as the success or failure of the work depends largely upon the lecturers this matter is one of really urgent importance.

The other difficulty however is not less serious, namely, that of retaining experienced and successful lecturers permanently on the staff. The position at present of a lecturer is a precarious one. If the demand for his subject in a particular term is small, or wanting, he may be left with little or no work. It is difficult therefore to

Defects in
the Machinery
of the
system.

Qualifica-
tions of an
Extension
Lecturer.

Difficulty
of retain-
ing experi-
enced Lec-
turers.

retain the services of experienced lecturers. This point has been put with great force and clearness by Mr R. G. Moulton in the following paragraph:

But the immediate and pressing need of the movement is a body of *experienced lecturers whose services could be secured as a constancy*. Experience is absolutely essential for lecturers who have to be a means of diffusing the ideas of the scheme and assisting in its organization. But at present the Syndicate has no means of retaining the services of its senior teachers. The payment of the lecturers consists entirely in the fees charged to the towns for work done, and in the absence of any fund for supplementing these the Syndicate can offer no rise in position for older men, and is continually losing them, just as they are becoming most valuable, owing to the superior attractions of College positions. In the future, when adult education is accepted as a matter of course, the funds for carrying it on may be expected to be readily forthcoming. But while University extension is still in its missionary stage a *starting-force* must be provided by the Universities; and it is believed by those who have practical knowledge of the local lectures work, that if *ten* men of the right stamp could be enabled to devote themselves to University Extension as a life work this would be force sufficient to reach the whole country within a generation. To secure men of the type required the Syndicate must be able to offer them the status of College lecturers and officials, or (say) of H. M. Inspectors of Schools. This is not the place to discuss the details of the method by which this object should be attained: what is insisted upon is that without some mode of securing a regular staff of lecturers, University Extension cannot follow any steady plan in extending its organization through the country.

The question is largely a financial one. The Universities should be in possession of funds to enable them to retain the services of experienced and successful lecturers, and this would at the same time make it possible to develop the work into higher educational completeness by the establishment of practical and advanced courses. Something might immediately be done if a modification of College Statutes were introduced that would enable one fellowship to be set aside by each College as tenable for one year only, on certain conditions, and with power of re-election from year to year. A College, if it found one of its own graduates to be a successful Extension lecturer, might elect him to a fellowship, with the prospect of re-election from year to year as long as he was engaged in the work. If at any time he abandoned University Extension lecturing his fellowship would be vacated at the end of the year. Some such plan as this seems to offer a simple and practicable solution of the problem of securing to senior lecturers an adequate and permanent income, with an improved status.

LOCAL COLLEGES.

It has already been pointed out that some of the Local Colleges established in the last fifteen years have been the direct outcome of University Extension. The early promoters of the Cambridge work undoubtedly looked to the creation of such

A weakness of Local Colleges.

permanent institutions as the natural result of the Movement in large towns. The experience of recent years has shown, however, that Local Colleges have not altogether fulfilled the expectations of those who had at heart the success of the University Extension System. The large mixed audiences who used to attend the Extension Courses are not as a rule found at the Colleges. It is important to consider why this is so. In the first place the principle and meaning of the University Extension movement as, *systematic education of the University type for busy adults*, has not been thoroughly realised. The old idea of an intellectual class as distinguished from a business class has often unduly coloured the conceptions of those concerned in the management of educational affairs. Twenty years ago the idea that it was possible to give to a person engaged in the regular business of life a broad and liberal higher education deserving of University recognition, was a new one. The managers and staff of a Local College tended therefore to regard evening work as subsidiary and of less importance than the day work. Little attempt was made to render the evening classes attractive, and frequently they were undertaken by overworked professors whose energies had been heavily taxed with their day students. In work of this kind where the students themselves are necessarily fatigued after their daily toil, it is indispensable that the Lecturer should be at his best. It is

The evening work of prime importance.

essential, moreover, that he should be a man able to put his subject lucidly, attractively and concisely. It is a work that demands the best of a teacher's energies, and cannot be thoroughly and successfully performed in conjunction with heavy day duties. It is hardly possible to emphasise this point too strongly, as it is a condition upon which success largely depends.

The Local Colleges have a great opportunity if they will only seize it and boldly strike out new lines, each making itself the head of the higher educational agencies of its district. It would need to cast aside the idea of moulding itself too exclusively on the plan of the Colleges of the past. Clearly the Local College cannot do away with the necessity for peripatetic teaching. What then should be its relation to such work? Undoubtedly it should be the centre of a network of University Extension agencies all over its district, worked by a special staff of lecturers, either engaged by the College, or under the direction of one or other of the old Universities. The lectures at the different centres in the district should be co-ordinated in such a way as to provide a systematic course of study, which would include advanced and practical laboratory work within the walls of the College. This has already been done, to some extent, in Newcastle-on-Tyne, and proposals have been made by the University of Durham and the College at Newcastle to carry on in conjunction with the old Universities

What Local Colleges may become.

a complete scheme of Extension work throughout Northumberland and Durham.

Thus boys and girls leaving the day school to begin learning their trade or business, would carry on their work in Continuation Evening Schools, and then pass on to the University Extension Lectures. They would be conducted through a regular and systematic curriculum of study from term to term, doing their advanced and laboratory work in the central Institution of their district. Every town of moderate size ought to possess under the same roof as its Free Library, lecture-rooms and a laboratory, making a centre for the higher educational work of the neighbourhood and constituting what is really a new type of College, specially adapted to the needs of the time¹. It would be unnecessary to appoint a permanent staff of professors. University Extension lecturers could be engaged from year to year for such subjects as were necessary for the sequence of courses selected by the Local Managers. Thus there would gradually be developed in the country a great and comprehensive national system of higher education for busy people.

A new
University
career.

It seems clear that it would be possible in this way to open up a real University career to a new class of students on the lines of the Cambridge Affiliation Scheme. The history of Univer-

¹ This point has recently been strongly urged by Mr M. E. Sadler, in an article in the *Paternoster Review*.

sity Extension shows that the offer of University recognition has encouraged and stimulated the students to greater continuity of study, and it cannot be doubted that the work might be rendered still more systematic and thorough by the offer of additional University honours. This was strongly urged upon the Royal Commission on a University for London two years ago by the representatives of the London Society. It was pointed out that a Teaching University would not completely meet the needs of London unless the principle of University Extension were recognized and adequate provision made for those engaged during the day who desire a higher education, but whose work must necessarily be carried on in the evenings. It certainly appears possible, without serious difficulty, to split up the subjects of study and allow students to take the work in sections, so as to enable them slowly and without undue pressure, in a period of eight or ten years, to cover ground that would compare not unfavourably with the Ordinary Degree course now laid down for the day student.

What the
Teaching
Univer-
sity for
London
should do.

In existing Universities the course of study for the ordinary B.A. or B.Sc. degree consists of three years' work. To meet the case of evening students it would be necessary to distribute the work over several years and arrange it in series of courses of the University Extension type. Thus a student who passed the examination held at the conclusion of a course and obtained a certificate,

A special
Degree
course.

would be credited with that portion of the year's work. The fundamental principle it will be seen is the recognition not merely of permanent institutions of University rank but of organized University teaching, wherever given, by lecturers accredited by the University authority. This would make it possible to bring under the control and direction of the new University all the higher teaching of the Metropolis. There are several minor institutions in London providing for evening students which do not possess facilities in every department for higher work, but there is no reason why the teaching in a department well equipped at those institutions should not be organized so as to obtain recognition in a University system for London.

It would be a boon beyond price to the middle class youth, the clerk or artisan of ability, if he were able on leaving school and beginning the serious business of life, to carry on his studies in the evening under University teachers, who would take him term by term, and year by year, through a definite scheme of study, leading eventually to a University degree, so that he would find himself in early manhood, not only master of his trade, business, or profession, but also with a valuable mental training and a broad liberal education.

The needs
of Lon-
don.

It is clear that the higher educational needs of London cannot be met by a few institutions providing teaching only within their walls;

nothing but an itinerant system such as that of the University Extension movement can touch the great mass of Londoners.

It is unnecessary to point out that even if a complete and far-reaching system of this kind were established, the proportion of young men and women possessing the needful determination and industry to go through the complete curriculum might be small, but a large number would make some kind of beginning and thus get an appreciable benefit. It would certainly be an unmixed gain to the community, that those persons of either sex whose capacities fitted them for any special work or position, should have the opportunity of qualifying themselves brought to their very doors.

The changed social conditions of these times have rendered some modified type of educational institution indispensable. The existing University of London was founded at a time when the doors of the old Universities were closed to Nonconformists. It was really founded for the purpose of affording University education and privileges to a new class, and to satisfy the particular wants of the time was constructed on a somewhat different plan from any existing University. The needs of to-day require a teaching system in place of a mere examination system, and once more a new class of students is waiting for admission into University portals. Those who are concerned in the construction of a

new University for the Metropolis have thus an opportunity of laying the foundations of an institution that will confer an inestimable boon upon a large and growing class of students, and give an immense impetus to the entire educational movement in the country.

A unique
Univer-
sity.

The task that lies in the immediate future is to consolidate the work and develop a complete and comprehensive system, opening up to evening students the opportunity of following a definite curriculum of study for a period of years, leading up to a University degree. The creation of a Teaching University for London presents an opportunity of establishing a great and unique University worthy of the first city of the world. University and King's Colleges with the Royal College of Science, and possibly other similar institutions, make large provision for the wants of day students.

A great
Central
College for
Evening
Students.

But London needs also a great College for evening students, that shall be the centre of a network of University Extension agencies, bringing the opportunities of systematic higher education to the doors of the teeming population of the metropolis. The students beginning their work in the local centres would pass on for the advanced courses and for laboratory work to the Central College, which would be of equal status with University and King's Colleges. It would not be difficult, as has already been pointed out, to arrange a special curriculum of study, leading to degrees, adapted to the wants of this new class of

students. Such a College as is here sketched would only differ from the other Colleges in that the Professors would do the bulk of their work in the evening instead of during the day. To men of distinction the opportunity of comparative leisure during the day for their original work would offer many attractions, and it seems likely that such an institution would find it not difficult to obtain the services of the most prominent men of the time. Such a College would in many ways be unique—a College of the future, adapted to the special needs of these later days. Here is a great opportunity. Who will seize it? There is one institution in London which by the traditions of its foundation has the right to take the lead in this matter. The name of Sir Thomas Gresham will ever be remembered as that of one of the princely benefactors of the City of London. His attempt to establish a third University to bring higher education within reach of busy citizens, was a generous and far-seeing act. Gresham College is entitled to take the leading position at the head of this great movement, and thus the dream of Sir Thomas Gresham would find a large realization, worthy alike of the great citizen himself and of the city he loved so well.

TECHNICAL EDUCATION.

Relation of
the move-
ment to
technical
education.

It has been shown how on the one hand this movement is linked to the Universities as the fountain-heads of intellectual training and culture. It now remains to show how it touches on the other side, that education for practical life described as technical education. The account which has been given of the reception of this Extension teaching by the working miners of Northumberland, and by artisans in other parts of the country, shows that it is far from being one adapted merely to the needs of leisured life. The courses on Chemistry, Geology, Mining, and other scientific subjects, while they opened up new fields of interest to the Northumberland pitmen, were found to have a practical and useful bearing upon the occupation by which they earned their daily bread. They obtained instruction in the principles of sciences, the applications of which were essential to the successful carrying on of the industry of the district. There is no pretence of course that University Extension Lectures can teach the practice of mining or the practical details of any trade, but they afford the means of acquiring a knowledge of the principles of the natural sciences which cannot fail to be highly beneficial to the practical workman.

THE COUNTY COUNCIL EDUCATION FUND.

By the passing of the Local Taxation Act (1890), an unexpected opportunity was opened up of bringing this important movement more fully within the reach of the industrial population of the country, to which attention was first drawn by Mr M. E. Sadler and Mr H. J. Mackinder in their pamphlet "University Extension, has it a Future?" Under that Act, the residue of the proceeds of the extra tax on spirits, subject to certain deductions, was allocated to County Councils, with the express permission to English County Councils to use the whole or any part of this surplus for the purpose of technical education. The definition of technical education given in the Act as "instruction in the principles of Science and Art applicable to industries" covers a large number of University Extension courses on scientific subjects, and County Councils are thus empowered to make grants out of their special fund in aid of courses that come within the four corners of this definition. Here then is an opportunity for a large extension of the work in the great centres of industry. Even if the Councils are not prepared to subsidize any existing branch of the movement, the records of the labours of the past eighteen years in this direction are a storehouse of materials that cannot fail to be useful to those entrusted with the drafting of the schemes

The Local
Taxation
Act, 1890.

under which the Councils will administer their fund.

A bold
beginning.

The Devon County Council has already (1891) voted a sum of £1500 for the support of courses of Extension lectures in different parts of the County on subjects bearing upon Agriculture, and thirty-eight courses on Mechanics and Chemistry have been arranged in small towns and villages as an experiment.

The one clear, simple fact, standing out above all others is the indispensability of itinerant teaching. It is only by bringing the teaching to the very doors of the people in towns and villages that any large development of this form of education can be expected.

Cheap
fares for
Evening
Students.

In this connection may be mentioned an admirable suggestion due to Professor Garnett, of the Durham College of Science, which, if it were widely adopted, would prove a great boon to University Extension Students of limited means. His proposal is that all the railway companies should agree to issue very cheap return tickets after five o'clock in the evening, to students desiring to travel to some neighbouring Centre to attend courses of teaching. He points out that this would not be a philanthropic concession, but would be a strictly business arrangement, advantageous to the railway companies. It would simply mean an extension of the system of season tickets and excursion tickets, and it would be easy to frame regulations that would prevent any abuse

of the privilege. There can be no question that in London and in the large industrial districts in the country, artisan students are frequently debarred from attending University Extension lectures by the heavy item of railway fares in addition to the class fees.

The schemes of technical education which find favour in the country contemplate mainly, if not entirely, the education of boys just leaving school. It is certain, however, that provision of some kind must be made for the needs of the adult artisan, and a system that included attractive short courses of the People's Lectures type, preparing the way for the full University Extension system, would bring within reach of the working people of the country large educational opportunities that are now lacking.

Technical
education
for adults.

For years the Gilchrist Trustees have arranged series of six fortnightly lectures, by distinguished scientific men, in centres of industry all over the country. These lectures have been everywhere received with the greatest enthusiasm. The largest halls in the towns where they have been given have been crowded and large numbers have frequently been turned from the doors.

What could be more effective in floating a system of education for working people, than a short series of lectures of this kind, preparatory to a full systematic course upon one subject such as Chemistry, some branch of Physics, Geology or such other subject as had a bearing on the

industry of the district? At the preliminary popular series the attention of the audience could be drawn to the more complete and thorough work that would follow. Each lecturer could urge upon his hearers the value and importance of the opportunities brought within their reach. The names of those prepared to take tickets for the full course could be obtained, and thus a body of students would be got together ready for the arrival of the University Extension Lecturer. Some such plan as this would without doubt lead to the rapid and successful establishment of classes such as the County Councils would desire to see formed. The students beginning their work in this way could be drafted to complete it in the local college or technical institute that would naturally be established in every great centre of industry.

The Extension movement not primarily for technical education.

It is important however again to emphasize the fact that the University Extension movement is not primarily one for technical education, and if the idea gets abroad that it is possible in this way to completely supply the technical needs of industrial and agricultural districts nothing but disaster can follow. Most valuable teaching in the principles of science can be supplied by this system, which will make an admirable groundwork for that more special, practical, and detailed technical instruction which must be provided by other agencies.

The technical teaching of apprentices, journey-

men, and foremen, in the various branches of Engineering, in Mining, in Agriculture, in the Textile Industries, and in the other subjects included in the directory of the City and Guilds' Institute, must be placed in the hands of specialists, who will, as a rule, be permanently attached as Professors or Lecturers to some Local College or Technical Institute, and who, in addition to lecturing, will have the superintendence of the work of other teachers in the surrounding district. There is however another point at which the old Universities can, through the Extension system, materially assist technical education properly so-called, viz. by providing courses of lectures for the most advanced students, given as a rule in the local colleges and technical institutes, by specialists who are devoting themselves to the study of some particular branch of science at Cambridge, Oxford, or elsewhere, and who are able to give at first hand the very latest results of the most advanced investigations, which could not be obtained through any other channel.

Experience has shown that no system previously tried in this country meets so completely the needs of adults engaged in the regular business of life, but the teaching is University Teaching in the sense that it deals with the principles of the subject and seeks to initiate the student into the methods of study and investigation, not merely to cram him with results. If the money granted by County Councils is wisely and efficiently

applied, so that it is seen to have afforded the means of extending a great and valuable work amongst artisans in large towns and in poor rural districts; if the lecturers are acceptable to the people and create the feeling that their teaching is peculiarly spirited, suggestive, and thorough, a most important step will have been taken towards the permanent establishment of that great national system of higher education, of which the Extension movement is the pioneer, and to which it will sooner or later assuredly lead.

CONCLUSION.

The facts recounted in the foregoing chapters prove conclusively, that there is a growing demand for larger opportunities of higher education amongst the occupied classes of the country. Everything seems to point to the need of a great national system of higher education, touching every section of the community, and bringing within reach of the more earnest and able young men and women the opportunity of continuing their intellectual training into mature life. It seems clear also that such a system to be really national should satisfy the following conditions.

Require-
ments of
a National
System of
higher
education.

1. The teaching should be given in the evening in order to supply the needs of those engaged in business occupations.

2. The subjects should be mainly those possessing a general interest by reason of their bearing upon ordinary life, notably the various branches of Natural Science, Political Economy, Industrial and Commercial History, Geography, Literature and Art, (in the sense of art-appreciation, not art-production).

3. The method of teaching should be designed to give a thorough grasp of principles, and a real mental training; to that end there should be opportunities for personal intercourse between the lecturer and students, and regular home work for him. In the scientific subjects there should be practical laboratory work in addition to the theoretical lectures.

4. A curriculum of study should be arranged, extending over a period of years, and covering a range of subjects sufficiently wide to give a broad and liberal higher education.

5. Students passing through the complete course of study should at the close receive some University stamp and recognition such as a degree.

In the University Extension movement we have the beginning of such a system, and if its future growth is as vigorous and rapid as that of the last five years it can hardly be doubted that a really comprehensive national system will emerge at no distant date.

LIST OF CENTRES AT WHICH LECTURES WERE DELIVERED BETWEEN OCTO- BER, 1889, AND DECEMBER, 1890.

ENGLAND AND WALES.

The University or Central Authority with which the Centre is connected is indicated by a letter after the name.

C. Cambridge.

C & D. Cambridge and Durham jointly.

L. London Society for the Extension of University Teaching.

O. Oxford.

V. Victoria University.

Two letters after the same name imply that Courses were obtained from both the Universities indicated.

The number preceding the name of the County refers to the Map.

1 BEDFORDSHIRE

Bedford C
Luton C
Leighton Buzzard C

2 BERKSHIRE

Reading O
Newbury O
Maidenhead O

3 BRECKNOCKSHIRE

Brecon O

4 BUCKINGHAMSHIRE

Buckingham O
Winslow O
Wolverton C
Aylesbury C

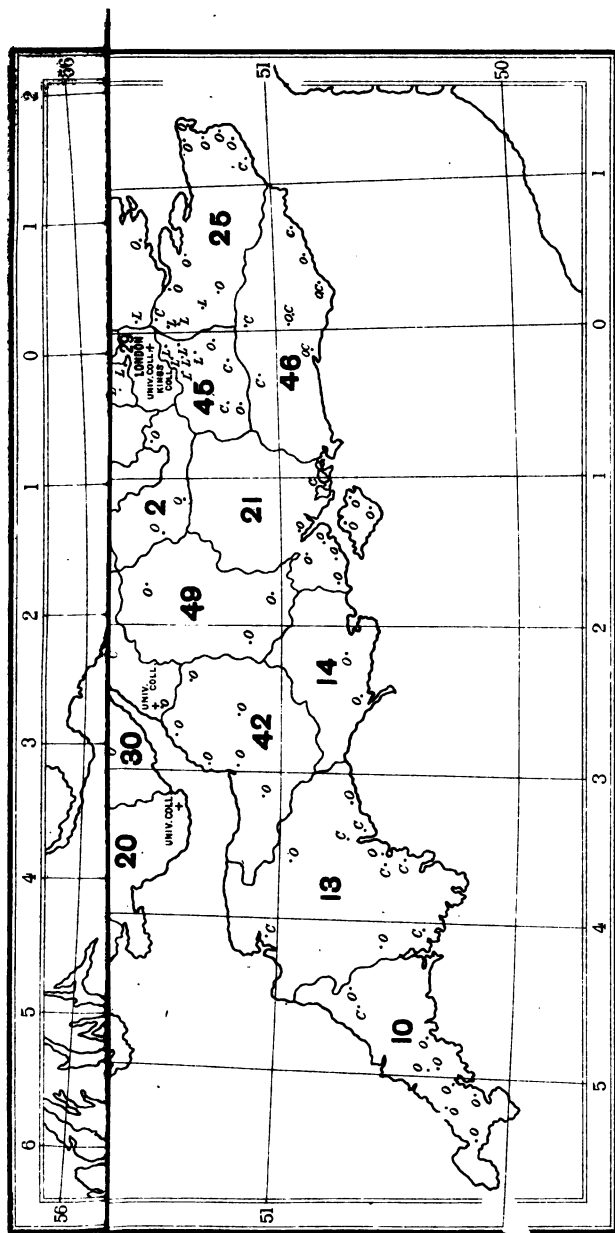
5 CAMBRIDGESHIRE

Cambridge C
Wisbech C

6 CARNARVONSHIRE

7 CARDIGANSHIRE

8 CAERMARTHENSHIRE



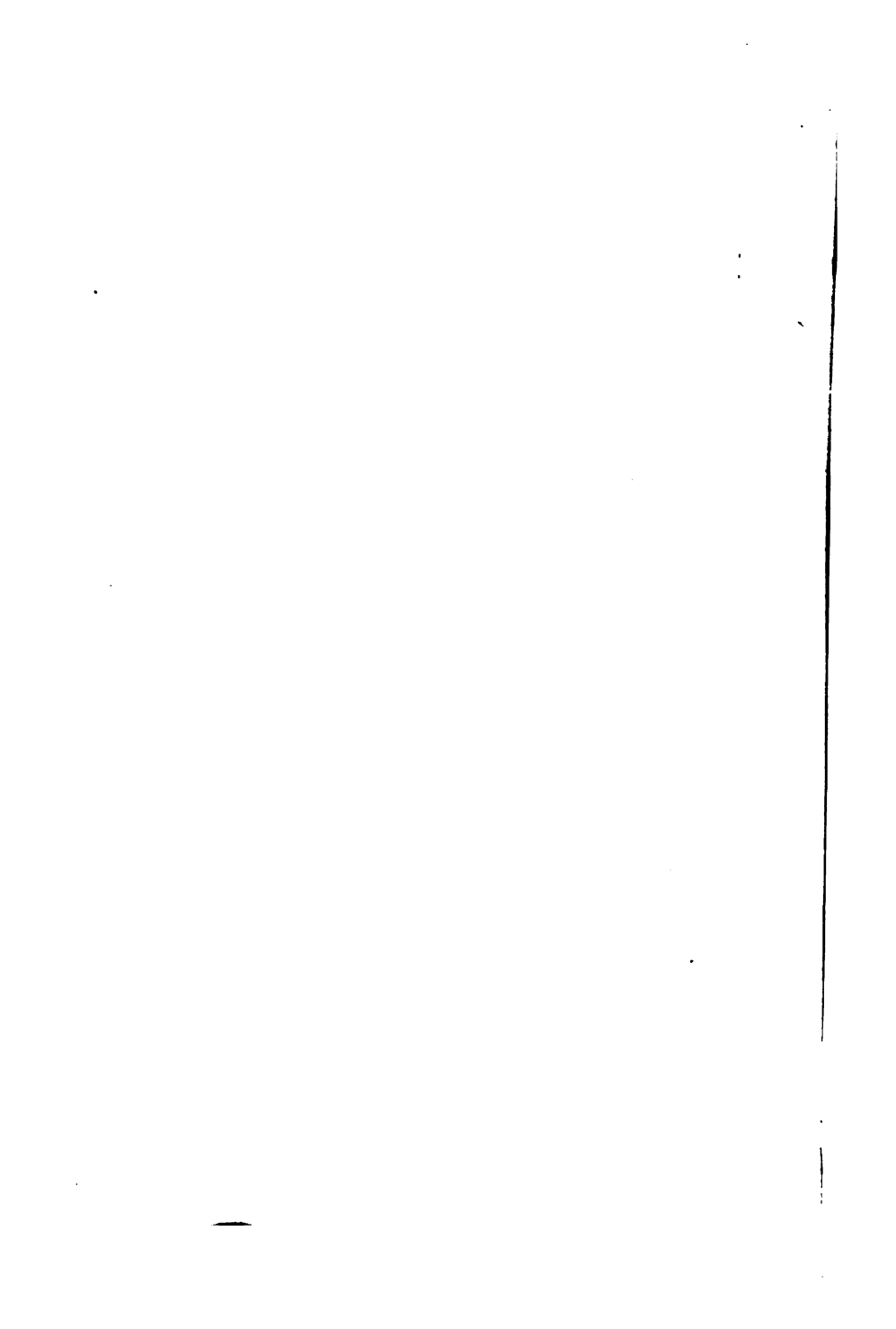
Cambridge University Press

O = centres connected with Orford. C & D = centres connected with Cambridge. L = centres connected with the London Society.

C & D = centres connected with Cambridge and Durham jointly. V = centres connected with Victoria University.

Two letters in juxtaposition imply that the centre has taken, during the year, courses from both the Universities indicated.

[The names of the centres are given in the list which follows]



9 CHESHIRE

Chester O
Nantwich O
Runcorn O
Knutsford O
Wallasey O
Altrincham O
Cheadle O
Alderley Edge O
Crewe C
Wilmslow V

10 CORNWALL

St Austell O
Falmouth O
Redruth O
Penzance O
Camborne O
Helston O
Truro O
Launceston C.O

11 CUMBERLAND

Whitehaven O
Keswick O
Carlisle O
Penrith O
Workington O
Cockermouth O

12 DERBYSHIRE

Derby C
Ashbourne O
Bakewell O
Matlock O
Wirksworth O
Chesterfield C
Darley Dale V

13 DEVONSHIRE

Torquay C
Newton Abbot C.O
Barnstaple C

Tiverton O
Exeter C
Exmouth C
Plymouth C
Sidmouth O
Tavistock O

14 DORSETSHIRE

Weymouth O
Dorchester O

15 DENBIGHSHIRE

16 DURHAM

South Shields C & D
Sunderland C & D
Hartlepool C & D
Darlington C & D
Stockton C & D
Bishop Auckland C & D

17 ESSEX

Southend O
Chelmsford C
Colchester C
Saffron Walden C
Walthamstow L

18 FLINTSHIRE

Rhyl O

19 GLOUCESTERSHIRE

Stroud C
Cheltenham O
Tewkesbury O
Clifton O

20 GLAMORGANSHIRE

21 HAMPSHIRE

Bournemouth O
 Southbourne O
 Lymington O
 Lyndhurst O
 Portsmouth C
 Newport O
 Ventnor O
 Ryde O
 Southampton O

22 HEREFORDSHIRE

Hereford O
 Ross O
 Ledbury O
 Leominster O

23 HERTFORDSHIRE

Hitchin O
 Watford L
 Ware O
 Berkhamstead L
 Barnet L
 Bishop Stortford C

24 HUNTINGDONSHIRE**25 KENT**

Dover O
 Folkestone C
 Deal O
 Ramsgate O
 Margate O
 Rochester O
 Gravesend O
 Tunbridge Wells O
 Sevenoaks L
 Sandwich O
 Sydenham (Crystal Palace)
 C
 Bromley L
 Catford & Forest Hill L

26 LANCASHIRE

Lancaster C
 Warrington O
 Bromley O
 Blackburn C. V
 Todmorden O
 Grange over sands O
 Rochdale O
 Bolton O
 Oldham O
 Eccles O
 Prestwich O
 Manchester O
 Blackley O
 Garstan O
 Lytham O
 Bury O
 Southport C. V
 Withington V
 Chapel Alerton V
 Eccles V
 Kersal V
 Morton V
 Openshaw V

27 LEICESTERSHIRE

Leicester C

28 LINCOLNSHIRE

Grimsby C
 Louth O
 Lincoln O

29 MIDDLESEX

Enfield L
 Staines L
 Harrow L
 Edmonton L
 Potter's Bar L

30 MONMOUTHSHIRE

Abergavenny O

- | | |
|--|---|
| <p>31 MONTGOMERYSHIRE</p> <p>32 MERIONETHSHIRE</p> <p>33 NORFOLK
Norwich C
Yarmouth C
Lynn C</p> <p>34 NORTHAMPTONSHIRE
Northampton C
Kettering C
Wellingborough O
Peterborough O</p> <p>35 NORTHUMBERLAND
Newcastle C & D
Hexham C & D
Backworth C & D
North Shields C & D</p> <p>36 NOTTINGHAMSHIRE
Nottingham C
Worksop O</p> <p>37 OXFORDSHIRE
Oxford O
Banbury O</p> <p>38 PEMBROKESHIRE</p> <p>39 RADNORSHIRE</p> <p>40 RUTLANDSHIRE</p> | <p>41 SHROPSHIRE
Shrewsbury O</p> <p>42 SOMERSETSHIRE
Taunton O
Bridgewater O
Wells O
Weston-super-mare O
Clevedon O
Bath O</p> <p>43 STAFFORDSHIRE
Stafford O
Stoke-on-Trent O
Newcastle-under-lyme O. V
Burslem C
Tean O
Tunstall C
Leek O
Hanley C</p> <p>44 SUFFOLK
Bury St Edmunds C
Ipswich C
Sudbury C</p> <p>45 SURREY
Guildford C
Godalming O
Egham L
Weybridge L
Dorking C
Croydon L
Reigate O
Kew & Richmond L
Surbiton L
Wimbledon L
Caterham L</p> <p>46 SUSSEX
Brighton O. C
Lewes O. C
Horsham C</p> |
|--|---|

Eastbourne O. C
 St Leonards O
 East Grinstead C
 Hastings C

Malvern O
 Stourbridge O
 Kidderminster O

47 WARWICKSHIRE

Warwick O
 Leamington O
 Stratford O
 Coventry C
 Rugby O

48 WESTMORELAND

Kendal C
 Kirkby Lonsdale O

49 WILTSHIRE

Swindon O
 Salisbury O
 Warminster O

50 WORCESTERSHIRE

Evesham O
 Worcester C

51 YORKSHIRE

Whitby C
 Scarborough C
 Middlesboro' C & D
 Hull C
 Harrogate C
 Boston Spa C
 Ilkley O
 York C
 Sowerby Bridge O
 Cleckheaton O
 Bradford O. C
 Huddersfield O
 Halifax O. C
 Doncaster C
 Sheffield C
 Keighley O
 Hebden Bridge O
 Skipton O
 Rawdon C

LONDON

In addition to those marked L there are 42 Centres within the Postal District, connected with the London Society for the Extension of University Teaching.

LIST OF THE LOCAL COLLEGES IN GREAT BRITAIN.

	Established
University College, London	1826
King's College, London	1828
Owens College, Manchester	1851
Durham College of Science, Newcastle . .	1871
University College of Wales, Aberystwyth .	1872
Yorkshire College of Science, Leeds . .	1874
Mason Science College, Birmingham . .	1875
University College, Bristol	1876
Firth College, Sheffield	1879
University College, Nottingham	1880
„ „ Dundee	1880
„ „ Liverpool	1881
„ „ Cardiff	1883
„ „ Bangor	1884

APPENDIX.

I.

CAMBRIDGE.

SUMMARY OF CENTRES, COURSES, ATTENDANCES, &c., FOR THE YEARS 1873—1890.

Term.	No. of Centres.	No. of Courses.	Average Attend- ance at Lectures.	Average Attend- ance at Classes.	Average of Weekly Papers.	No. examined.
1873-4 { Michaelmas { Lent	3 7	9 14 to 20	1200 2000 — 3200			108 260 — 368
1874-5 { Michaelmas { Lent	16	30 to 40	* 3500			984
1875-6 { Michaelmas { Lent	30	56	7273 +			744 980 — 1724
1876-7 { Michaelmas { Lent	31 23	48 35	5002 2509	3170 1663		634 441 — 1075
1877-8 { Michaelmas { Lent	20 16	31 28	3545 2395	2520 1618	4833	569 519 — 1088
1878-9 { Michaelmas { Lent	17 14	28 20	3043 1877	2029 1172	4138	787 485 — 556
1879-80 { Michaelmas { Lent	20 13	27 20	3570 1459	2704 1044	1272	411 283 — 694
1880-1 { Michaelmas { Lent	13 13	18 19	2510 1859	1465 1159	1298	311 262 — 573
		37	4869	2624	887	

1881-2	{ Michaelmas Lent	17 12	23 20	—	2006 1400	1226 874	513 809	308 199
1882-3	{ Michaelmas Lent	30 19	37 26	43	3800 2474	2100	823	502
1883-4	{ Michaelmas Lent	30 21	39 27	63	4522 3356	3438	1337	906
1884-5	{ Michaelmas Lent	33 24	41 32	66	4597 2662	4783	1649	1175
1885-6	{ Michaelmas Lent	36 26	43 37	73	4710 3847	4152	1528	1093
1886-7	{ Michaelmas Lent	45 29	57 43	80	6430 4064	4380	1893	1378
1887-8	{ Michaelmas Lent	45 29	60 38	100	5980 3529	4820	1885	1341
1888-9	{ Michaelmas Lent	37 25	52 37	98	5677 3618	4653	1975	1531
1889-90	{ Michaelmas Lent	47 38	69 56	89	6247 5348	4476	1945	1420
				125	11595	5405	2458	1733

* The statistics for this term have not been preserved, but, judging by the statistics of succeeding terms the total probably exceeded that of Lent, and therefore we shall be justified in assuming as a minimum 3,500, the same as Lent. This would make a total in that academical year of 7000, and the total number examined could hardly have been under 1,200.

† The statistics of this term also are missing with the exception of the number examined; a comparison with other terms shows that the total of attendance could not have been less than 3,500 and might have been considerably higher. The total for the academical year may be taken as from 10,000 to 13,000.

II.

LONDON SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING.

SUMMARY OF CENTRES, COURSES, ATTENDANCES, &c., FOR THE
YEARS 1876—1890.

	No. of Courses.	Number of Entries for the Courses.	Average num- ber of Weekly Papers.	Number of Certificates Awarded.
Oct.—Dec., 1876	7	139
First Year, 1877				
Lent	9	222		
Michaelmas	9	379		
	— 18	— 601
Second Year, 1878				
Lent	11	320		
Michaelmas	8	284		
	— 19	— 604	...	57
Third Year, 1879				
Lent	6	150		
Michaelmas	26	1224		
	— 32	— 1374	...	91
Fourth Year, 1880				
Lent	24	1095		
Michaelmas	20	1142		
	— 44	— 2237	...	219
Fifth Year, 1881				
Lent	17	870		
Michaelmas	26	1619		
	— 43	— 2489	...	199
Sixth Year, 1882				
Lent	35	1459	277	155
Michaelmas	30	1755	333	133
	— 65	— 3214	— 610	— 288
Seventh Year, 1883				
Lent	27	1632	309	164
Michaelmas	23	1789	316	129
	— 50	— 3421	— 625	— 298
Eighth Year, 1884				
Lent	22	1691	276	166
Michaelmas	31	1971	349	164
	— 53	— 3662	— 625	— 330

	No. of Courses.	Number of Entries for the Courses.	Average num- ber of Weekly Papers.	Number of Certificates Awarded.
Ninth Year, 1885				
Lent	29	1972	289	198
Michaelmas	34	3223	514	207
	— 63	— 5195	— 803	— 405
Tenth Year, 1886				
Lent	31	2246	387	250
Michaelmas	30	2838	419	232
	— 61	— 5084	— 806	— 482
Eleventh Year, 1887				
Lent	32	2507	427	315
Michaelmas	33	3155	441	297
	— 65	— 5662	— 868	— 612
Twelfth Year, 1888				
Lent	35	2982	448	344
Michaelmas	45	4168	756	515
	— 80	— 7150	— 1204	— 859
Thirteenth Year, 1889				
Lent	42	4488	729	573
Summer	13	346	92	55
Michaelmas	52	6148	1061	733
	— 107	— 10982	— 1882	— 1361
Fourteenth Year, 1890				
Lent	48	5705	861	611
Summer	17	544	89	40
Michaelmas	65	6674	1022	699
	— 130	— 12923	— 1972	— 1350

III.

OXFORD.

SUMMARY OF CENTRES, COURSES, ATTENDANCES, &c., FOR THE YEARS 1885—1890.

Year.	No. of Centres.	No. of Courses.	Average Attendance at Courses.	Number of Certificates Awarded.
1885-6	22	27	not recorded.	26
1886-7	50	67	9908	829
1887-8	52	82	13036	590
1888-9	82	109	14351	1100
1889-90	109	148	17904	927

IV.

COMPARATIVE STATISTICS FOR THE SESSION 1889—90.

	Number of Courses.		Total.	Total Number of Lectures given.	Average Number of Lectures in each Course.	Average Attendance at the Lectures, or Entries for the Course.	Total Attendances at the Lectures.	Number of Certificates Awarded.
CAMBRIDGE	Of 6 Lectures	4						
	Of 7 or 8 "	0						
	Of 11 or 12 "	115	— 119	1,404	11.7	11,301	132,221	1,535
LONDON	Of 6 Lectures	3						
	Of 7 or 8 "	0						
	Of 10 or 12 "	99	— *102	1,028	10	12,067	120,670	1,384
OXFORD	Of 6 Lectures	113						
	Of 7 or 8 "	24						
	Of 10 or 12 "	11	— 148	979	6.6	17,904	118,166	927
VICTORIA	Of 8 Lectures	8	— 8	64	8	1,040	8,320	31
	Totals		377	3,475	—	42,312	379,377	3,927

* Thirteen special classes for students, supplementary to Winter courses and consisting of five or six fortnightly lectures, held in the Summer term, are not included in this total.

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